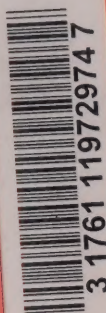


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the Ontario Curriculum

Exemplars

Grade 11

**Social Sciences
and Humanities**

Family Studies

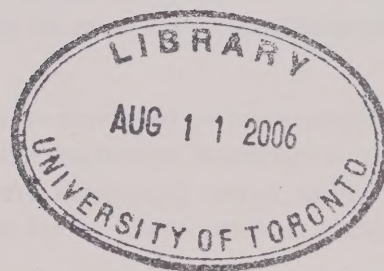
*Samples of Student Work:
A Resource for Teachers*

2006



Contents

Introduction	3
Purpose of This Document	4
Features of This Document	4
The Task	5
The Rubric	5
Use of the Student Samples	6
Teachers and Administrators	6
Parents	6
Students	6
Parenting, Open (HPC30)	7
A Self-Analysis Survey for Would-Be Parents	9
The Task	9
Expectations Addressed in the Exemplar Task	9
Task Rubric	10
<i>Student Samples</i>	11
Teacher Package	57



Introduction

The Ontario curriculum for secondary school students specifies both the knowledge and the skills that students are expected to develop and demonstrate in each grade. In the curriculum policy document for each discipline, teachers are provided with the curriculum expectations for each course within the discipline and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work. Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents.

The ministry provides a variety of materials to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. The present document is one of the resources intended to provide assistance to teachers in their assessment of student achievement. It presents samples (“exemplars”) of student work that was done in response to a specific task in one Grade 11 social sciences and humanities course, Parenting, Open (HPC3O). The samples represent work at each of the four levels of achievement.

Teams of subject specialists from across the province developed the assessment materials for the Grade 11 exemplar project. They designed the tasks and scoring scales (“rubrics”) on the basis of selected Ontario curriculum expectations, and developed the teacher instructions. They field-tested the tasks in classrooms across the province. They then revised the tasks, rubrics, and instructions, using information gathered from the field-tests as well as suggestions for improvement from subject validation sessions. After the final administration of the tasks, a team of teachers for each subject scored the student work, and chose samples of work that exemplified three degrees of achievement within each of the four levels of achievement.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the exemplar project. No students, teachers, or schools have been identified.

The task, rubric, and teacher’s notes and comments developed for this exemplar document can serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students’ learning.

The samples in this document will provide parents¹ with examples of student work to help them monitor their children's progress. They also can provide a basis for discussions regarding student achievement and progress between teachers and parents and between teachers and students.

It should be noted that staff members of the Ministry of Education, with the assistance of teachers across the province, have endeavoured to ensure that the samples of student work in this document are original pieces and are not plagiarized from any source. However, the ministry and its staff assume no liability should any piece of work in this document be shown not to be original either in whole or in part.

Purpose of This Document

This document was developed to:

- show the characteristics of student work at each of the four levels of achievement for Grade 11;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to a clearly defined assessment task;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment strategies – such as tests, portfolios, and conferences – in evaluating student achievement in a course over a term or school year.

Features of This Document

This document contains the following:

- a description of the performance task and of the final product
- the curriculum expectations related to the task
- the task-specific assessment chart, or rubric
- three samples of student work for each of the four levels of achievement (e.g., for level 3, samples illustrating a “low” level-3, a “solid” level-3, and a “high” level-3 performance)
- Teacher's Notes for each sample, which indicate why the sample is assessed at a particular level for each criterion outlined in the four categories of knowledge and skills (i.e., Knowledge/Understanding, Thinking/Inquiry, Communication, and Application)
- Comments, which provide overall statements about the student's work

1. In this document, *parent(s)* refers to parent(s) and guardian(s).

- Next Steps, which offer suggestions for improving performance
- the Teacher Package that was used by teachers in administering the task

This document does not include any student samples that were assessed using the rubric and judged to be below level 1. However, a list of characteristics of student work assessed at “below level 1” is provided, and precedes the student samples. The characteristics of these students’ work should be reviewed in relation to the criteria outlined in the rubric. Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

The Task

The performance task represented in this document was based directly on curriculum expectations selected from the Grade 11 Parenting course. The task encompassed the four categories of knowledge and skills (i.e., Knowledge/Understanding, Thinking/ Inquiry, Communication, and Application), requiring students to integrate their knowledge and skills in a meaningful learning experience. The task also gave students an opportunity to demonstrate how well they could apply the knowledge and skills they had acquired in the course in a new context.

The Rubric

In this document, the term *rubric* refers to a scoring scale used to assess student work that is done in response to a specific task. A task rubric is developed in relation to the achievement chart in the curriculum policy document for a discipline.

The task rubric consists of a set of achievement criteria related to the four categories of knowledge and skills, as well as descriptions of the levels of achievement for each of the criteria. The rubric contains the following components:

- an identification (by number) of the expectations on which student achievement in the task was assessed
- the four categories of knowledge and skills
- the relevant criteria for evaluating performance of the task
- descriptions of student performance at the four levels of achievement (level 3 on the achievement chart in the curriculum policy document is considered to be the provincial standard)

The teachers who administered the task for this exemplar document were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubric) to the students before they began the task.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will assist teachers and administrators by:

- providing student samples and criteria for assessment that will assist them in helping students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating discussions regarding the curriculum expectations, levels of achievement for the course, and the criteria and standards for high-quality performance;
- promoting fair and consistent assessment within subjects and courses.

Teachers may choose to:

- use the task, rubric, and teaching/learning activities in this document with their classes;
- use the samples of student work at each level as reference points when assessing student work;
- use the task and rubric provided as models for other tasks and rubrics, to be developed independently or in collaboration with colleagues in the same school and/or in other schools.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement.

Parents

Parents may wish to use the samples of student work as a source of information to help their children monitor their achievement and improve their performance. They may also use the exemplars as a basis for discussing their children's progress with their teachers.

Students

Students can use the document to:

- develop their understanding of the relationship between curriculum expectations and specific tasks;
- learn how a rubric can be used to improve their performance on a task;
- develop the ability to discuss their achievement with their teachers and parents more effectively, and to ask more focused questions about their progress;
- learn how to better assess their own performance and identify the steps needed to improve their performance.

Parenting Open (HPC30)



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A Self-Analysis Survey for Would-Be Parents

The Task

Students were presented with the following scenario and instructions:

A number of people visit health clinics and doctors' offices to discuss the transition to parenthood. These people, of different ages and at different stages in their lives and careers, wish to know if they are ready for the responsibilities of parenthood. You have been commissioned to create a self-analysis survey to provide would-be parents with the relevant questions they should be asking themselves before making this important decision. The survey will be distributed in clinics and doctors' offices.

Final Product

Each student was to submit a self-analysis survey that included:

- information about the need to prepare for parenthood;
- instructions for completing the survey;
- relevant and thoughtful questions related to the responsibilities and challenges of parenthood;
- a response mechanism (e.g., boxes to be checked; letters or numbers to be circled in a range of responses);
- an explanation of how the survey's results are to be interpreted so that participants can determine their readiness for parenthood.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Personal and Social Responsibilities, Social and Legal Challenges of Parenthood, and Research and Inquiry Skills strands.

Students will:

1. demonstrate an understanding of the need for preparation to become a parent;
2. identify the factors involved in deciding whether or not to become a parent;
3. demonstrate an understanding of the challenges faced by parents of young children in today's rapidly changing society;
4. effectively communicate the results of their inquiries, using a variety of methods and forms;
5. summarize the lifestyle and relationship changes that parents experience when raising children.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 57–59 of this document.

Task Rubric – A Self-Analysis Survey for Would-Be Parents

Expectations*		Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding						
The student:						
1, 2		<ul style="list-style-type: none"> demonstrates an understanding of the factors that need to be considered by would-be parents 	<ul style="list-style-type: none"> demonstrates limited understanding of the factors would-be parents need to consider 	<ul style="list-style-type: none"> demonstrates some understanding of the factors would-be parents need to consider 	<ul style="list-style-type: none"> demonstrates considerable understanding of the factors would-be parents need to consider 	<ul style="list-style-type: none"> demonstrates a high degree of understanding of the factors would-be parents need to consider
Thinking/Inquiry						
The student:						
3		<ul style="list-style-type: none"> develops relevant (e.g., insightful, challenging, varied) questions for would-be parents 	<ul style="list-style-type: none"> develops questions for would-be parents that are of limited relevance 	<ul style="list-style-type: none"> develops questions for would-be parents that are somewhat relevant 	<ul style="list-style-type: none"> develops questions for would-be parents that are of considerable relevance 	<ul style="list-style-type: none"> develops questions for would-be parents that are highly relevant
Communication						
The student:						
4		<ul style="list-style-type: none"> clearly communicates ideas and information in the self-analysis survey (e.g., through good organization, appropriate tone and language) 	<ul style="list-style-type: none"> communicates ideas and information in the self-analysis survey with limited clarity 	<ul style="list-style-type: none"> communicates ideas and information in the self-analysis survey with some clarity 	<ul style="list-style-type: none"> communicates ideas and information in the self-analysis survey with considerable clarity 	<ul style="list-style-type: none"> communicates ideas and information in the self-analysis survey with a high degree of clarity
Application						
The student:						
5		<ul style="list-style-type: none"> effectively explains how the survey results are to be interpreted 	<ul style="list-style-type: none"> explains how the survey results are to be interpreted with limited effectiveness 	<ul style="list-style-type: none"> explains how the survey results are to be interpreted with some effectiveness 	<ul style="list-style-type: none"> explains how the survey results are to be interpreted with considerable effectiveness 	<ul style="list-style-type: none"> explains how the survey results are to be interpreted with a high degree of effectiveness

*The expectations that correspond to the numbers given in this chart are listed on page 9.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at "below level 1". (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at "below level 1". Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- omits many or most of the factors that need to be considered by would-be parents;
- focuses on minor or insignificant factors;
- includes inaccurate or misleading information.

Thinking/Inquiry

The student:

- develops irrelevant questions for would-be parents;
- includes questions on matters that would be covered in prenatal classes;
- develops only superficial questions that will not elicit thoughtful answers;
- fails to ask a variety of questions;
- does not provide a range of responses where needed;
- fails to include questions that point to the challenges would-be parents will or may face.

Communication

The student:

- communicates ideas and information with little or no clarity;
- omits instructions the participants need in order to complete the survey;
- provides a poorly organized survey;
- makes many spelling, grammatical, and/or punctuation errors;
- does not use an appropriate tone and/or language;
- does not provide a marking scheme;
- provides a marking scheme that is either difficult to follow or inaccurate.

Application

The student:

- does not provide enough detail in explaining how the survey results are to be interpreted;
- overgeneralizes and/or oversimplifies the survey results;
- provides faulty interpretations for scores in given ranges, assuming that all the participants scoring in those ranges gave the same answers to the same questions;
- does not differentiate between essential and trivial questions in assigning values to responses;
- provides inappropriate and/or inaccurate information in the interpretation of the survey results;
- shows bias in his or her interpretation of the survey results.

Comments

The student demonstrates a lack of understanding of the requirements of the task by not providing an organized self-analysis survey consisting of relevant questions, a clear scoring system, and a meaningful guide to interpreting the responses to the survey questions.

BELOW LEVEL 1

Next Steps

In order to improve his or her performance, the student needs to:

- conduct more in-depth research about what is needed to prepare for parenthood;
- examine the structure of a self-analysis survey more closely;
- provide clearer directions for completing the survey;
- develop questions that invite thoughtful responses;
- develop questions that will enable would-be parents to see some of the challenges involved in becoming a parent;
- organize the survey more logically by grouping together questions with similar subjects;
- edit and proofread the survey;
- provide a clear and easy-to-follow scoring mechanism;
- explain accurately and clearly how the survey results are to be interpreted;
- avoid personal judgement or bias in the interpretation of the survey results.

A

This is a survey for those who wish to be a parent. It gives them the opportunity to determine if they're prepared to become a parent. It displays the obligations necessary for family life. Answer all the questions and add up your score at the bottom. Check which group you fit under and determine if you are ready for a family.

1. What is your marital status?

- a) Single
- b) Other
- c) Common Law
- d) Married

2. Where are you living?

- a) Roomate
- b) Apartment
- c) House

3. How tolerant are you?

- a) Easily tempered
- b) Impatient
- c) Emotional
- d) Patient

4. Do you take any regular drugs? Ex.

- a) Illegal drugs
- b) Prescription
- c) Over the counter
- d) Drug free

5. Do you drink alcohol?

- a) Alcoholic
- b) Casually
- c) Special occasions
- d) Not at all

6. What age group are you in?

- a) 13-19
- b) 28 +
- c) 24-28
- d) 19-24

7. What education do you have?

- a) Incompleted high school
- b) High school diploma
- c) College
- d) University

B

8. What type of access do you have for transportation?

- a) City
- b) Reliable source
- c) Your own

9. Do you feel you have the time to put towards raising a child?

- a) No
- b) Yes

10. Would you be responsible enough to handle a child?

- a) No
- b) Yes

11. What is your annual income?

- a) 20,000 - 30,000
- b) 30,000 - 40,000
- c) 40,000 - 50,000
- d) 50,000 +

12. What is your financial situation?

- a) unemployed
- b) Layed-off
- c) Part-time employment
- d) Full-time employment

13. Do you have the maturity needed to be a parent?

- a) No
- b) Yes

14. How healthy are you?

- a) Unhealthy
- b) Out of shape
- c) Average
- d) Very healthy

15. Would you expect your child to share their toys at two years of age?

- a) Yes
- b) No

16. Should you discourage pacifier for your child?

- a) Yes
- b) No

LOW LEVEL 1



17. When should your child be drinking two percent milk?

- a) Immediately
- b) 3-6 months
- c) 6-12 months
- d) 12-24 months

18. What is the number one cause of deaths for babies?

- a) Heart Attack
- b) Falling
- c) Drowning
- d) Suffocation of balloons

a) = 1 b) = 2 c) = 3 d) = 4

If you scored from

a) 25 or less, You are probably not ready for the responsibilities of being a parent. Maybe taking a course will guide you toward parenthood.

b) 25 - 42, You will find some aspects of parenting more difficult than others might. Although raising a family is quite possible for you, maybe some more time and thought should be taking in to consideration before making any decisions.

c) 42 - 30, Congratulations. You have successfully completed this survey, demonstrating that you will indeed be a suitable parent.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the factors would-be parents need to consider. He or she addresses important issues such as income, education, health, and attitudes. However, other basic factors are ignored (e.g., attitude of partner, availability of a support group, prior experience with young children), and some are included that are not appropriate for this survey (e.g., whether to provide a baby with a pacifier is an infant care issue).

Thinking/Inquiry

- The student develops questions for would-be parents that are of limited relevance. Some are unrelated to the intent of the survey (e.g., "What is the number one cause of death for babies?"; "When should your child be drinking two percent milk?"). Others are more relevant, but some a) and b) responses are too similar (e.g., "a) Unhealthy b) Out of Shape", "a) Easily tempered b) Impatient"). The responses to the question about marital status oddly include "Other" in addition to "Single", "Common Law", and "Married". Some questions that could have produced thoughtful answers are limited by their yes/no responses.

Communication

- The student communicates ideas and information in the self-analysis survey with limited clarity. While the questions are clearly numbered and the responses identified by letters, indenting the responses would have made them easier to separate visually from the questions. Also, the explanation of the purpose of the survey lacks detail, as do the instructions for completing and tallying the results. The student's inadequate understanding of the term "financial situation" is evident from the inappropriate responses he or she provides, all of which are about employment status. The survey is also less clear because of a number of spelling mistakes (e.g., "oppurtunity", "neccessary").

Application

- The student explains how the survey results are to be interpreted with very limited effectiveness. He or she provides a very brief, superficial summary of what the totalled scores mean, and makes no attempt to interpret the responses to any specific questions or groups of questions.

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills. However, in the Application category, the student demonstrates a very limited degree of achievement.

Next Steps

- In order to improve his or her performance, the student needs to:
- review the task requirements in order to better understand the nature of the task;
 - clearly articulate the need to prepare for parenthood;
 - develop relevant questions for would-be parents;
 - develop a self-analysis survey that clearly communicates ideas and information;
 - proofread his or her work to eliminate spelling mistakes;
 - provide a range of responses to questions that could elicit a variety of answers;
 - provide clearer directions for completing the survey;
 - provide an in-depth interpretation of the survey results.

A Self-Analysis Survey for Would-Be Parents

LEVEL 1



Are you ready?

Becoming a parent comes with a great deal of responsibilities and joy that most people probably don't realize yet. Knowing what you need to do and the responsibilities that follow is extremely crucial to taking care of an infant and making sure that he/she is properly raised with all the essentials that a baby needs. Taking this survey will help you become a more informed and better-prepared parent.

- 1) What is your highest level of education?
 - ☐ Jr. High
 - ☐ High school
 - ☐ College/university
- 2) What is your yearly income?
 - ☐ \$ 25 000 - \$ 30 000
 - ☐ \$ 41 000 - higher
- 3) Are you addicted to and form of drugs or alcohol?
 - ☐ Yes
 - ☐ No
- 4) Will you be placing your child on a feeding schedule?
 - ☐ Yes
 - ☐ No
- 5) When placing your child to sleep should you place it on his/her stomach or back?
 - ☐ Stomach
 - ☐ Back
- 6) Do you believe that breast feeding is the best alternative when it comes to feeding your baby?
 - ☐ Yes
 - ☐ No
- 7) Are you currently enrolled in any parenting classes?
 - ☐ Yes
 - ☐ No
- 8) Are you planning to raise this child alone or with a partner?
 - ☐ Alone
 - ☐ With partner



- 9) Do you believe that it is possible to spoil your baby?

☐ Yes
☐ No

- 10) Touching and holding a baby are some of the ways to build trust.

☐ True
☐ False

- 11) Which list would account for a baby's essentials?

☐ Clothing, food, shelter, toys, love, care
☐ Clothing, TV, toys, movies, friends, books

- 12) How much do babies cost per month?

☐ \$800 - lower
☐ \$800 - higher

Check your results

- 1) Jr. High - If this is your highest level of education then you better have a good paying job to support you child because now a days education is extremely important.
High School - Having your high school diploma is the least thing that you should try to accomplish
College/ University - This is the level of education that is most preferable you don't have to finish College or University but it does look good on your resume when applying for a job.
- 2) \$25 000 - \$ 30 000 -This is a good amount of income but you may have to struggle to supply all the basic necessities for you and your baby.
\$41 000 - higher - If you have this yearly income then you will have no problems with caring for a child.
- 3) When you have a child you should not be under the influence of any drugs or alcohol around your child, unless the drug is supplied by a doctor. If you are then you should really consider quitting any harmful addictions.
- 4) A lot of people have considered placing there baby on a feeding schedule but you really shouldn't depriving a infant can be very harmful to their brain, growth, and emotional development. You should feed you infant when ever it needs food, later on when it reaches the age of about 5-7 you can begin placing it on a feeding schedule.
- 5) You should place your baby to sleep on its back. Even though not proven placing an infant on its back may reduce sudden baby death syndrome.
- 6) Breast feeding your child is always the best alternative to feeding your baby. Mother's milk adjusts to the baby's development. When babies are first born the mother produces milk called colostrums which is a milk rich in anti bodies to fight of diseases and is also easy for the baby to digest.



- 7) You should always consider enrolling you and your spouse in a parenting class they are very educational and you may learn a lot of things that you probably either didn't know or didn't consider. There are many classes out there that can teach you about how to take care of a child the processes, procedures, and the stress and joy that follow in becoming a parent. These classes are not meant to scare or discourage anyone when coming to the decision of becoming a parent but to inform.
- 8) Although it would be a lot easier to raise a child with a spouse there are a lot of single parent families out there. Being with a spouse makes taking care of a baby a lot easier then taking care of it on your own. If you are not planning to live with your baby's father or mother make sure to include him/her in the baby's life, it may be vital to his/her development.
- 9) Although some do believe that you can spoil your baby at a very young age it is impossible for an infant to manipulate there parents. So if you tend to your child every time it cries or begs for attention you are not spoiling your child but showing them that you will always be there. But be aware at the age of about 4-8 they will be testing you trying to push their limits.
- 10) When you touch and hold a baby your showing them affection and that you care for them and it builds trust by showing them that your there for them.
- 11) Clothing, food, shelter, toys, love, care would account for most of the baby's essential needs T.V is not an essential needs. But friends and books are a part of a baby's developmental needs.
- 12) Babies are rather expensive so they would roughly cost about \$800 a month they grow fast and need a lot of things. Especially if you're planning to use formula your cost per month would be substantially high.

Evaluation:

- If you received a mark of 6 to 12 then you are well prepared to become a parent.
- If you received a mark of 5 or lower then you should become more informed and should probably rethink becoming a parent.

By taking this survey you will hopefully of become more aware of your baby's needs. This survey is not meant to discourage you when deciding to take the role of becoming a parent, but to make you think of all the responsibilities that follow parenthood. Becoming a parent to a child is very exciting and fulfilling but it is also very hard and expensive. So become more informed and be the best parent you can be!

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the factors would-be parents need to consider. He or she refers to both the "responsibilities" and "joy" that come with having a baby, and addresses a few factors that would-be parents should consider, such as income and costs. However, some of the factors included, such as feeding schedules, would be more reasonably addressed after the decision to have a child is made.

Thinking/Inquiry

- The student develops questions for would-be parents that have limited relevance. Some encourage self-reflection (e.g., "Are you planning to raise this child alone or with a partner?"). However, a number of them seem to be based on the assumption that a baby is already present and that the purpose of the survey is to test the respondent's knowledge of good parenting practices (e.g., "When placing your child to sleep should you place it on his/her stomach or back?"). The responses provided, many of which are merely yes or no, are generally too limited in scope.

Communication

- The student communicates ideas and information in the self-analysis survey with limited clarity. No instructions are given about completing the survey or tallying the results. Errors in spelling, punctuation, and grammar also decrease the clarity of the survey (e.g., "A lot of people have considered placing there baby on a feeding schedule but you really shouldn't depriving a infant can be very harmful to their brain...").

Application

- The student explains how the survey results are to be interpreted with limited effectiveness. He or she attempts to interpret the responses to the questions, but because of the irrelevance of so many of them, the interpretations do little to reveal whether a respondent is ready for parenthood. The conclusions he or she draws in the "Evaluation" section oversimplify the results (e.g., "If you received a mark of 6 to 12 then you are well prepared to become a parent").

LEVEL 1

Comments

This work is representative of a solid level-1 performance. The student demonstrates a limited degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- review the task requirements to better understand the nature of the task;
- express more clearly the need to prepare for parenthood;
- do more research on the factors that need to be considered when deciding whether to become a parent;
- understand the difference between deciding whether to become a parent and determining how informed one is about parenting;
- provide questions that have more depth;
- offer a greater range of responses;
- proofread and edit carefully to eliminate spelling, punctuation, and grammatical errors;
- provide interpretations about the survey results that are more in-depth.

A

Is it the right time?

Someday you or your partner are going to want to have a baby. The question is can you afford a baby? Do you have the time? This quiz will help you figure out if it is the right time in your life to have a baby. Answer the questions and then add up the letters A's, B's and C's and see what ones you have the most of and you will find out if it is the right time for you.

1) Do you have a steady job?

- A) yes
- B) no
- C) somewhat

2) Do you have financial stability?

- A) Over \$5000 in the bank
- B) under \$5000 in the bank
- C) over \$3000 in the bank

3) Does your partner also want a baby?

- A) Yes most definitely
- B) Still deciding
- C) No he feels were not ready

4) If you came home tonight and told your partner that you where pregnant how do you think he would react?

- A) He would be very happy
- B) A little shocked but very happy
- C) Very disappointed

5) If you had a child would you have family to help you out?.

- A) Yes they would love to
- B) Yes but just because they would feel guilty
- C) No they would want nothing to do with us



B

6) What age group are you in?

- A) 20-25
- B) 26-35
- C) 36-40

7) What kind of life style do you have ?

- A) I love to play with kids
- B) I would rather them run around with the other kids while I watch
- C) I would rather go out to the bar with my friends

8) Are you a smoker?

- A) No
- B) yes but I'm quitting
- C) yes

9) Do you go out more than 4 times a week?

- A) No
- B) Sometime
- C) always

10) Do you have any drug / alcohol addictions?

- A) No none I don't do either
- B) No I'm not addicted
- C) yes

11) Are you a patient person?

- A) yes
- B) most off the time
- C) no



HIGH LEVEL 1

C

12) Have you graduated from high school?

- A) Yes also college
- B) Yes I am graduated from high school
- C) none of the above

13) Are you prepared to handle your child if it has a disability?

- A) Yes we have looked in to it
- B) No but I could learn how to care for him/her properly
- C) No I wouldn't know where to star

14) Do you get stressed easily?

- A) No, I have never had any problems
- B) No, but I have had some problems in the past
- C) Yes I have already got the pills

15) Do you live a health lifestyle
example: eat well, exercise

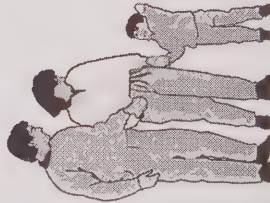
- A) yes
- B) Working on it
- C) no

16) Why do you want a baby?

- A) My partner and I think we are ready and we both want to have one
- B) My partner and I need someone else to love
- C) um... I didn't it just happened

17) Will it bother you when your body starts to change?

- A) No I accept it and I know it is normal.
- b) At first yes but now I accept it
- C) OH My I'm going to get fat !

**D**

STEP #1

Total up the

- A's -
- B's -
- C's -

STEP #2

Circle the letter that you have the most of and find the column that best fits you

STEP # 3

Mostly A's

You are well on your way to parent hood, you seen to be a well rounded, responsible person. You are ready to have your baby!!!.

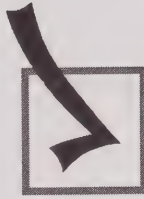
Mostly B's

You are almost there give some time and you will be ready.

You just need to get your life on track, once you do that you will be all set to go .

Mostly C's

You need to do some figuring out. What do yo want to do with your life. Waite until you have a steady job and a good education. You still have lost of time there is no need rush things.



Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the factors would-be parents need to consider. He or she identifies essential factors such as financial stability, support from family members, and health issues. However, in the introduction to the survey the student does not connect completing the survey with the importance of reflecting on certain issues as an initial step in making a decision about readiness. Also, the instructions minimize the importance of determining readiness to become a parent by suggesting that completing the survey, scoring the responses, and getting an answer are swiftly and easily done.

Thinking/Inquiry

- The student develops questions for would-be parents that are somewhat relevant. For example, “If you had a child would you have family to help you out?” and the responses provided for this question encourage reflection. The student also raises a wide range of issues in the questions, from finances to the readiness of the participant’s partner. However, some of the responses supplied do not make sense (e.g., “somewhat” is given as a possible answer to “Do you have a steady job?”). Also, the responses to some questions are not sufficiently different from one another (e.g., the answers to “Do you have financial stability?” are “A) Over \$5000 in the bank B) under \$5000 in the bank C) over \$3000 in the bank”).

Communication

- The student communicates ideas and information in the self-analysis survey with limited clarity. Although the questions are numbered and the responses are identified by letters, the survey would be easier to read if the responses were indented. The clarity of the survey is also marred by spelling mistakes (e.g., “he feels were not ready”, “most off the time”).

Application

- The student explains how the survey results are to be interpreted with limited effectiveness. Three scoring steps are laid out on a separate page and the results are grouped into three categories. However, instructions for determining into which category his or her results put a participant are vague (e.g., “Mostly A’s”), and the interpretations are not connected to the questions asked (e.g., “You are well on your way to parent hood, you seen to be a well rounded responsible person”) and too broad to be helpful (e.g., “You are almost there give some time and you will be ready”).

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. However, in the Thinking/Inquiry category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

Next Steps

In order to improve his or her performance, the student needs to:

- make clear that the factors focused on in the survey are important for determining readiness for parenthood;
- ensure that the answers are logical and sufficiently different from one another;
- design the question-and-answer part of the survey so that it is easy to read;
- proofread carefully to eliminate spelling and typographical errors;
- include clearer instructions for interpreting results;
- connect the interpretations to specifics from the survey questions and responses.

A Self-Analysis Survey for Would-Be Parents

LOW LEVEL 2



Red Light Green Light

The purpose of this self-analysis survey is to allow you to identify whether or not if you are ready for parenting, or what you may need to change in order to be prepared for parenting. Parenting will be a big change in your life. You need to start preparing, get a pediatrician, and decide on how to feed the baby, look into child care now instead of later. Take time for yourself now because when the baby comes you will not have all the time that you have now. Be willing to accept help offered to you by family and friends. Another person relies on you and you must make informed decisions for the person so you need to understand what the child needs. This survey will let you now how prepared you are for parenting and what you might want to change. Parenting is not something to be taken lightly.

In order to fill out this survey circle the letter that represents the answer that best applies to you. Then go to the bottom of the test and match your response for the question with the number of points given. Then add up all your points.

1. What kind of relationship are you in

- A) Married
- B) Single
- C) Dating

2. What kind of employment do you have?

- A) Full-time job
- B) Part-time job
- C) Unemployed

3. How often do you exercise?

- A) All the time
- B) Sometimes
- C) Never

4. Is this a planned pregnancy?

- A) No
- B) Yes
- C) Kind of (you have talked about it before)

5. What are your reasons for wanting a child?

- A) To improve a relationship
- B) My family wants me to
- C) To prove I am a grown up
- D) None of the above



6. Do you have many friends or family members that live close by?
A) Almost my entire family and most of my friends
B) A few relatives and some friends
C) Barely any friends or family



7. Do you have a pediatrician yet?

- A) Yes
- B) No
- C) We are looking into one

8. Do you visit the doctor regularly?

- A) All the time
- B) Sometimes
- C) Never

9. Have you spent a lot of time with babies before now?

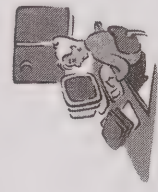
- A) All the time
- B) Rarely
- C) A couple of hours
- D) Never

10. Have you decided on how you will feed the baby?

- Or what type of diapers you will use?
A) Yes I have everything planned
B) I'm still researching the differences
C) There are different types?

11. How much free time do you usually have in one day?

- A) More time than you can find things to do
B) Enough so that I am not overly stressed
C) I have very little and have a tough time doing everything I need to do



- (1) a=1 b=3 c=2 (2)a=1 b=2 c=3 (3)a=1 b=2 c=3 (4) a=3 b=1 c=2 (5) a=2 b=4 c=3 d=1 (6) a=1 b=2 c=3 (7) a=1 b=3 c=2 (8) a=1 b=2 c=3 (9) a=1 b=3 c=2 d=4 (10) a=1 b=2 c=3 (11) a=1 b=2 c=3

Red Light (26-35 points)
You may want to look into taking some parenting courses. You need to realize that having a child means that you will have less time for yourself and you will be responsible for somebody else. You will need to manage your time more wisely than



You are now and you need to understand the importance of planning for the baby now. You should look into getting a pediatrician NOW so that your doctor can share information with the pediatrician. A baby can be very expensive so if you are unemployed go and look for a job, and start saving. Start changing the way you live now otherwise you may not be as prepared, healthy, or have a good environment to have the baby in.



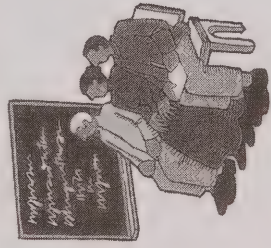
Yellow Light (14-25 points)

You understand some of the importance of being prepared for parenting. However you may want to re-evaluate some of your decisions. You need to start to speed up the process of preparing for the baby. Be open to suggestions from other people you know that are parents. Start taking action now re-plan your day so you have more free time than you have now because you will need it. You may or may not understand that now that you will be having a child you will not be the center of attention and that now somebody else is completely dependent on you and you need to prepare for that. You are on your way to being ready but you still need to change a few things.



Green Light (0-13 points)

Congratulations!!!! You are well on your way to becoming a great parent. You understand the importance of planning ahead. You seem to be willing to make time for a child in your life and you want to offer it as much love as you can. You may want to plan to have some time for yourself after the pregnancy. You understand the importance of pregnancy and are willing to give up some things to look after your new child. You should talk to some parents to get advice and try looking after their child for a while to gain more experience. You should relax in order to be well rested for pregnancy.



Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the factors would-be parents need to consider. He or she addresses factors such as employment, health, family support, and the participant's relationship with his or her partner. The student also stresses the importance of getting ready by both taking time for oneself before becoming a parent and considering the changes one might need to make. However, some of the questions focus on issues that are not appropriate for the purpose of this survey (e.g., "Do you have a pediatrician yet?"; "Have you decided on how you will feed the baby?").

Thinking/Inquiry

- The student develops questions for would-be parents that are of limited relevance. Questions such as "What kind of employment do you have?" and "What are your reasons for wanting a child?" encourage the participant to think about pertinent issues. However, other questions, while apt for parents-to-be during pregnancy, are very premature for respondents simply trying to determine their readiness for parenthood (e.g., those about feeding and diapering).

Communication

- The student communicates ideas and information in the self-analysis survey with some clarity. The instructions for completing the survey are straightforward, and the questions are clearly numbered. Although for the most part he or she uses an appropriate tone (e.g., "You need to realize that having a child means that you will have less time for yourself and you will be responsible for somebody else"), it is unsuitably overbearing at times (e.g., "You should look into getting a pediatrician NOW so that your doctor can share information with the pediatrician"). The scoring key is hard to use because the response values are listed horizontally, and there is insufficient space between the lines.

LOW LEVEL 2

Application

- The student explains how the survey results are to be interpreted with some effectiveness. He or she describes three levels of readiness into which the scored results can fall, imaginatively using the three colours of a stoplight to symbolize the levels. However, some sensible interpretations lose their force through the contradictory advice that follows them (e.g., “However you may want to re-evaluate some of your decisions. You need to start to speed up the process of preparing for the baby”). He or she also tends in the interpretations to focus too heavily on the issue of how much time a baby will consume and not enough on equally important factors such as finances and employment.

Comments

This work is representative of a low level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. However, in the Thinking/Inquiry category, the student demonstrates only a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

Next Steps

In order to improve his or her performance, the student needs to:

- ensure that all questions focus on the respondent’s readiness for parenthood;
- provide a scoring key that is easier to use (e.g., one that lists the response values vertically);
- provide interpretations of the results that include consideration of all the issues raised by the questions;
- avoid use of an authoritarian tone in interpretations of survey results;
- ensure that advice given in an interpretation is consistent with the interpretation.

A

Parenting: Ready or Not?

Parenting: the challenge of a lifetime. You may have been waiting for this moment for your entire life, or maybe you have just begun to think about the possibility of parenting. Either way, before you take this step towards parenting, you need to ask yourself if you are fully capable of becoming a parent. It is important to study your lifestyle to determine if you are capable of undertaking this role, because if you become a parent and have not determined whether you are fully ready for a child, it is very possible that a factor in your lifestyle will inhibit you from raising your child successfully.

The following survey will cover many of the variables you will need to consider before becoming a parent, and then gauge how adept you are right now to become a parent. It will also show you which areas will need more work.

Circle your answer of choice for each question and tally up your score at the end to find out if you are ready to become a successful parent.

1. Do you have a faithful parenting partner/spouse?

Yes 2
No 0

2. What are your reasons for wanting to parent? (Choose most applicable answer)

Love children 2
Pressure from spouse/family/friends/cultural background 0
Someone to love who can return love 1
Feeling of responsibility 2

3. How far have you gone in your education?

Elementary School Graduate 0
High School Graduate 2
College/University Graduate 4
Diploma/Degree Holder 6

4. How stable are you career-wise?

No job/odd jobs 0
Part time job 1
Full time job 2

B

5. How much money do you make a year?

What I get from odd jobs 0
\$30 000 - \$40 000 1
\$40 000 - \$70 000 2
\$70 000 or more 4

6. Do you have/have you had in the past any serious health problems?

Yes, permanently 0
Yes, periodically 0
Yes, but no longer 1
No, never 2

7. Is any problem you may have a possible danger to yourself or a child?

Not Applicable
Yes 0
Possibly 0
No 2

8. How old are you?

Less than 19 years 0
20 - 35 years 2
35 or more years 1

9. Do you or your partner have any hereditary diseases that could be passed to the child?

Yes 0
Unknown 0
No 2

10. Have you talked with your partner/decided for yourself how you are going to raise your child?

Yes 2
Partially 1
No 0

11. Are you willing to give up parts or all of your current lifestyle for the good of your child?

No 0
Yes 2
Undecided 0

LEVEL 2



Scoring:
0-10 – You are not ready at all to become a parent. You will want to go back over the survey and look at your answers to see where you will need to improve in your life if you are looking to become a parent.

11-24 – You are well on the road to being ready to have a child. However, there are still some areas that could use some work before you attempt to parent. Look back on the questions to see where you need help to become more adept.

25+ – Congratulations! You and your partner are ready and capable of raising a child. Both of you are stable mentally, educationally, health-wise and career wise. You are of appropriate age and can afford to support your child and give him/her/them the brightest future possible.

Explanation of Scoring Method:
For each question there are a number of answers that a participant in this survey can reply to. Each possible answer has a scoring number beside it according to how useful/helpful it will be when parenting a child. When tallied up, the amount of 'correct' / most suitable answers will tell the participant how suited they are to become a parent. The first question shows that when there is a parenting partner/spouse involved in the parenting, it is much more beneficial. Other questions in this survey show that parenting because of pressure from outside influences is not a good reason, and that love and responsibility for a child are needed for a good parent. High education, stable job situations and high earnings are very beneficial for being a parent because, although they will not make someone a better parent, they will help in caring for the baby's needs and making sure they are well provided for. Age and mental maturity are also extremely important. If a person considering parenting is too young, they can seriously harm themselves, and perhaps even prevent them from having babies later in life. If they are too old, then other problems can happen. If they are not mentally mature, then they can harm themselves or their baby unintentionally. Physical health is important for prospective parents as well so that nothing harmful will be passed to the child. As well, if the parents have not discussed with each other their responsibilities in raising their child, then they should do that before becoming parents. If they are not able or willing to sacrifice their friends and lifestyle for the good of the child, then they should not consider becoming parents as their lack of responsibility could leave the child on the short end of the deal.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the factors would-be parents need to consider. He or she addresses significant factors, such as education, income, health, and the participant's relationship with his or her partner. The student also stresses the importance of examining one's current lifestyle in order to find any areas that would conflict with parenting responsibilities, telling participants "it is very possible that a factor in your lifestyle will inhibit you from raising your child successfully". However, there appears to be an overemphasis on factors involving health.

Thinking/Inquiry

- The student develops questions for would-be parents that are somewhat relevant. "What are your reasons for wanting to parent?", for example, encourages the participant to think carefully about his or her motivation and perhaps avoid making a decision based on emotion. However, some of the responses are not thought out well enough (e.g., meaning of "feeling of responsibility" is unclear, and "College/University Graduate" and "Diploma/Degree Holder" are listed as two separate answers to the question about education).

Communication

- The student communicates ideas and information in the self-analysis survey with some clarity. The instructions for completing the survey are straightforward (e.g., "Circle your answer of choice for each question and tally up your score at the end ..."), and the questions are clearly numbered. He or she uses an appropriately respectful tone (e.g., "The first question shows that when there is a parenting partner/spouse involved in the parenting, it is much more beneficial"). However, having the scores beside the responses weakens the survey: participants will be distracted and perhaps swayed by this information while they consider their response.

Application

- The student explains how the survey results are to be interpreted with some effectiveness. In interpreting the responses, he or she provides deeper than usual insight into some responses, indicating in one case, for example, that the “right” answer is not necessarily a guarantee of success (i.e., in the statement “... although [a stable job and ‘high earnings’] will not make someone a better parent, they will help in caring for the baby’s needs and making sure they are well provided for”). But not all responses are as fully explained, and some even create more questions (e.g., “If they are too old, then other problems can happen” leaves the reader wondering what the “other problems” might be).

Comments

This work is representative of a solid level-2 performance. The student demonstrates some degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- make sure that none of the issues addressed in the survey is overemphasized;
- put the values for the responses at the end of the survey;
- check responses to ensure that they are meaningful and that none are duplicates;
- include questions with a greater variety of focuses (e.g., accommodation).

A Self-Analysis Survey for Would-Be Parents

H I G H L E V E L 2

A

Ready For Parenthood?

Thinking of having a baby? Many people in today's society have the desire to have a child but are not aware of the responsibilities of being a parent. To find out if you are ready right now to become a parent, fill out this self-analyzing questionnaire as honestly as possible. When completed, score your answers and see how ready you are. Circle the response that best represents you right now.

- 1) Are you willing to sacrifice all your time for your baby?
 - a) Sure! I have organized some time off work and have good flexible hours at work.
 - b) When the baby comes, I guess I can hire a babysitter to watch him/her so I can go out.
 - c) Time? I hardly have enough time to eat and sleep, how am I going to take care of a baby?
- 2) Do you have a good support system to help you raise your baby? (i.e. A spouse, family, friends)
 - a) Yes. My spouse and I are ready to support each other to raise the family and both our families are willing to help out.
 - b) I have not talked to anybody about support, however, I am sure they will help out.
 - c) I don't have any support, my family does not want to be involved and I will be a single parent.
- 3) Do you have any previous experience caring for a newborn baby?
 - a) I grew up babysitting and had younger siblings to take care of.
 - b) I have babysat before, but I haven't had too much experience taking care of a newborn.
 - c) I have never babysat before, and I don't even know how to pick up a baby!
- 4) Can you accommodate for a new baby?
 - a) Yes! We have all the baby equipment a baby would need.
 - b) I can always make space for the baby. But I have thought of some ideas for him/her.
 - c) I have not thought about that. I was just going to let the baby sleep in my bed.
- 5) Are you in a good financial situation?
 - a) I have a good savings plan and a steady job.

B

- b) I can start saving now
- c) I don't have any money now but once I find a job and pay off loans/debts, I can start saving.
- 6) Are you in a healthy relationship with your partner to provide a loving environment for your baby?
 - a) We get along great and we are in a committed loving relationship.
 - b) We will learn to build a healthy relationship
 - c) We can't even stand being in the same room.
- 7) Do you have a steady job or a steady source of income?
 - a) Yes. I have already talked to them about maternity leave and flexible hours
 - b) I have a job but it doesn't have the best hours.
 - c) I am still looking for a job right now.
- 8) Have you ever taken a course on parenting or know the basic parenting skills?
 - a) Yes. I have taken a course on parenting so I have an idea of what to do.
 - b) I know the basics on how to take care of a baby, but I have never taken any courses. But I have read many books on parenting.
 - c) No. I think I will just learn on the way.
- 9) Have you spoken to your doctor to see if you and your partner have any genetic problems?
 - a) I have the appointment booked already.
 - b) We have talked about it and are planning to book an appointment later.
 - c) I was not aware that you needed to do that.
- 10) Do you feel that this is an appropriate time/stage in your life where you can take care of yourself and another human being all the time?
 - a) This feels like the best time to have a baby. We are both ready to have one.
 - b) I really want one and I can make it ^{the} right time.
 - c) It doesn't really matter because I don't have to take care of the baby all the time right?

Answer Key**MOSTLY A's**

It appears that you are prepared to have a baby and become a parent. It's great that you have planned out so many things in order to have this baby. However, do keep in mind that no baby will be exactly like a textbook and there is no way you can 100% fully be prepared. It will be a great experience for you and your partner but just remember that it will not be easy but with all the support from your partner and family, you'll have things under control.

MOSTLY B's

You are almost there! It seems like you have the desire to have the baby but you have not thought through all the responsibilities you have to take on if you become a parent. There are many other things you need to take into consideration like where the baby is going to stay and being sure you have all the clothes and car seats when you bring the baby home. It takes a lot of planning and money to have these things sorted out. The best thing you could do right now is talk this out with your family and your partner to make sure you two can handle this huge responsibility and step in life.

MOSTLY C's

After taking this quiz, it appears that you may really want to have this baby but aren't that prepared in having one. There are plenty of things you have to plan out before having the baby. Don't just think that having a baby will be cute and fun because there is a lot of work involved in it. First, you should think this through logically. Is this the right time in your life to be having a baby? You should take in to consideration all the aspects in being a parent. Not only will you have to care for this baby 24/7, you have to be willing to give up a lot of money to help support your baby. Perhaps this is not the best time to be thinking of having a baby if you don't have a steady job or don't have any time or space to accommodate for a baby. If you still really want a baby, it is time to start planning for one and after reading some books or talking to some people who have lots of experience, you will get a better idea of what you need to do to prepare for starting a family.

Teacher's Notes**Knowledge/Understanding**

- The student demonstrates considerable understanding of the factors would-be parents need to consider. He or she addresses issues such as a support system, previous experience caring for newborns, accommodation, finances, and education. The student also considers less obvious factors such as maternity leave and parenting courses. However, the student does not focus on factors, such as behaviour, that would encourage self-reflection (e.g., with questions asking about patience or how one deals with stress).

Thinking/Inquiry

- The student develops questions and responses for would-be parents that are somewhat relevant. Questions are detailed and clear (e.g., "Do you have a good support system to help you raise your baby? (i.e., A spouse, family, friends)") and cover a reasonably wide range of issues, from recognizing the sacrifices required to be a parent to preparing a proper space for a baby in the home. However, of the three responses the student provides for each question, the ones indicating the lowest degree of readiness to be a parent tend to be too extreme (e.g., the "We can't even stand being in the same room" response to the relationship question).

Communication

- The student communicates ideas and information in the self-analysis survey with some clarity (e.g., "When completed, score your answers and see how ready you are"). The questions are numbered and the responses identified by lower-case letters; however, the survey would be easier to read and complete if the responses were indented. The student has not organized questions in a logical way, failing to group questions that share a similar focus. Also, in some cases there is not enough correspondence between a question, its responses, and the interpretation of the responses (e.g., the responses to the accommodation question encompass "baby equipment" in

HIGH LEVEL 2

addition to space, and the interpretation includes a reference to “clothes and car seats”). Finally, several run-on sentences detract from the clarity of the survey.

Application

- The student explains how the survey results are to be interpreted with some effectiveness. Results are grouped into three easy-to-understand categories. Even though the “Mostly A’s” category indicates readiness for parenthood, the student wisely cautions participants who fall into this group that “there is no way you can 100% fully be prepared”. However, determining into which category a participant’s responses put him or her is somewhat difficult, since “Mostly” is vague. The interpretations of the results are also very broad (e.g., “... you have to be willing to give up a lot of money to help support your baby”) and do not correspond closely enough with the questions and responses.

Comments

This work is representative of a high level-2 performance. The student demonstrates some degree of achievement of the expectations in the Thinking/ Inquiry, Communication, and Application categories of knowledge and skills. However, in the Knowledge/Understanding category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

Next Steps

In order to improve his or her performance, the student needs to:

- group together questions that have a similar focus;
- ensure that the interpretations of the results correspond more closely with the questions and responses;
- include a clearer scoring guide;
- make sure that all the answers provided are reasonable;
- proofread carefully to eliminate run-on sentences.

A

Our children are our futures. They will shape life, as we know it into new and wonderful things. They will be our teachers, our lawyers, our doctors, and police officers. Therefore it is our job to raise them right and to know whether we are ready to have children. Although no one can really tell you whether or not you will be a good parent, hopefully this series of questions will give you some insight into whether or not you feel you are really prepared to take on this life long commitment. Throughout this survey you will be given questions with either yes or no, or several different answers as options. Each question has a different point value, and at the end of the survey, you can add the points and see which of the three categories you and your partner fall into. So answer truthfully, think about your answers, and get a glimpse at what parenthood could be like.

Let's begin...

	Point Value
1. How old are you?	
15 - 19	1
20 - 25	4
26 - 35	3
36- older	2
2. Do you have any hereditary illnesses?	
Yes	0
No	2
3. Do your parents or grandparents have any hereditary illnesses?	
Yes	0
No	2
4. On a scale of 1 - 10 how healthy do you feel? (Give yourself the number of points you circle below)	
1 2 3 4 5 6 7 8 9 10	
5. Do you smoke, drink or take illegal or over the counter drugs?	
No	10
Smoke	-1
Drugs	-1
Drink	-1
Drink and smoke	-2
Drink and drugs	-2
Smoke and drugs	-2
All	-5
6. What is the relationship between you and your partner?	
Married	10
Engaged	8
Living together	6
Long term relationship	4
Dating	2
Single	1
7. Do you own your own place?	
Yes	2
No	0
8. Do you have financial stability?	
Yes	2
No	0
9. Do you have a savings account?	
Yes	2
No	0
10. Why do you want a child?	
Because I am lonely,	0
I feel it will help my partners and my rocky relationship.	1
It will make us happier.	2
We want to experience the joy of having a child with someone we love.	4
We can provide a loving stable home for a child.	6

B

11. Have you looked after a baby before? (Babysitting)	
Yes	2
No	0
12. Have you had to change a diaper?	
Yes	2
No	0
13. Have you ever cared for a sick baby?	
Yes	2
No	0
14. Do you see yourself as being able to be a good parent?	
Yes	2
No	0
15. Do you see your partner as being able to be a good parent?	
Yes	2
No	0
16. How do others react to the news of you and your partner becoming parents?	
Positive and supportive	10
Positive	8
Hesitant	2
Not supportive	0
17. Will you have support from parents, friends or other family members, etc.	
Yes	2
No	0
18. Have you and your partner made plans for your child? (Circle all that apply)	
Nursery	2
Food	2
Diapers and clothing	2
Accessories (crib)	2
Health care	2
Savings account	2
Child care	2
19. Have you talked to a doctor about your plans?	
Yes	2
No	0
20. Have you and your partner been checked to make sure you are healthy?	
Yes	2
No	0
21. Do you or your partner have a history of anger management, impatience or forgetfulness?	
Yes	0
No	2
Do you realize that babies:	
22. are a life long commitment	
Yes	2
No	0
23. have constant needs and wants	
Yes	2
No	0
24. need constant supervision	
Yes	2
No	0
25. cost a lot of money.	
Yes	2
No	0
26. You may have to sacrifice job hours for your child.	
Yes	2
No	0

LOW LEVEL 3

C

27. You may have to put your personal life on hold for a while.	2
Yes	0
No	
28. You and your partner will need to discuss how chores around the house, and concerning the baby will get done.	2
Yes	0
No	
29. You won't have much sleep for a while.	2
Yes	0
No	
30. You will have to compromise with your partner about responsibilities.	2
Yes	0
No	
31. Do you have a stable career?	2
Yes	0
No	
32. Does your partner have a stable career?	2
Yes	0
No	
33. Your relationship with your partner is...	4
Strong	3
Good	2
Ok	1
Shaky	0
Bad	
34. How well do you cope with change?	5
Good	2
Ok	1
Not well	0
Bad	
35. Is your home located in an area safe for a child? (eg, not a busy street)	2
Yes	0
No	
36. Is your home baby-proofed?	2
Yes	0
No	
37. Do you care what gender your baby is?	0
Yes	2
No	
38. Have you and your partner discussed rules and limits for your child?	0
Yes	2
No	
39. Are you having a baby to try and fix the problems in your relationship?	2
Yes	0
No	
40. Do you think you and your partner can handle the pressures involved with having a child?	0
Yes	2
No	
41. Do both you and your partner want a baby as much as the other?	2
Yes	0
No	
42. Do you want your child to fulfill the things in life you did not accomplish?	2
Yes	0
No	

D

43. Do you and your partner like children?	2
Yes	0
No	
44. Is it easy for you to show affection?	2
Yes	0
No	
45. Is it easy for your partner to show affection?	2
Yes	0
No	
46. Do you have the patience to raise a child?	2
Yes	0
No	
47. Will you and your partner be able to change your lifestyles to benefit your child?	2
Yes	0
No	
48. Do you know who would care for your child if something were to happen to you?	2
Yes	0
No	
49. Are your friends people you think you would want your child to be around?	2
Yes	0
No	
50. Do you see yourself as being a good parent?	2
Yes	0
No	
51. Are you responsible?	2
Yes	0
No	
52. Is your partner responsible?	2
Yes	0
No	
53. Do you care about others and their feelings?	2
Yes	0
No	
54. Does your partner care about others and their feelings?	2
Yes	0
No	
55. Do you and your partner get along well with others?	2
Yes	0
No	
56. Do you have a lot of patience?	2
Yes	0
No	
57. Does your partner have a lot of patience?	2
Yes	0
No	
58. Does you or your partner know first aid?	2
Yes	0
No	
59. If you and your partner break up, will you be able to take care of the child mentally, physically and financially?	7
Yes	0
No	
Total: /178	

150-178 Points - Ready! Judging by your answers to the questions above you and your partner seem ready, willing and able to have and care for a child. You understand raising a child is a life long commitment that is going to take a lot of time, energy, money and compromise. Your relationship with each other seems to be strong which makes a good environment for a child to come into. What you have to think about is if you answered these questions truthfully. If not, go through it again and be brutally honest. remember, this survey is only trying to help shed light on to some areas of parenting you might not have been aware of. If you answered truthfully, and you and your partner feel it is time for the next step in your relationship, I have a bit of advice. Communicate all your emotions with your partner, hopes, fears, and dreams...everything. Make sure to see your doctor regularly, and if family members or friends offer help in anyway...TAKE IT. Good luck, I hope the new addition to your family brings years of joy and happiness.

100-150 Points - Need to think it over... There seems to be a few areas you and your partner should really think about before you move onto this next step. Try and get advice from people who have been through caring for a child before, such as your parents, doctors, co-workers, even a counselor group for couples thinking of becoming parents. You have to ask yourself, and your partner a very important question... 'Why do we want to become parents?' Think your answers over, and discuss them with each other. maybe a little more time is all you need, or maybe you'll discover a child just isn't what you need right now. You could also try the "Maybe Baby" method, which is where you take care of a "baby" doll, which is programmed to cry, feed, and everything else a new born does, just like a real baby would. Either way, I hope this survey has opened your eyes on the subject. Remember communication is the key.

100 points or less - I would advise against it... Is this what you really want? That's the question I want you to ask yourself. There is a reason you got so low on this survey, you need to figure out the real answers to many of the questions you just answered. Maybe now just isn't the time, maybe you are too young, not stable enough financially, or are having problems with your partner. Either way, you need to think, 'is bringing a child into my life right now really a good idea?' If any part of you felt 'no' when you read that, then I think you should hold off on having a child. There are clearly some problems you have to work out before you can safely bring a child into your environment. Take your time, think things through, talk things out, and get advice from as many people as possible. If you can't see a problem, maybe someone else close to you can see it, and will be honest with you. Hopefully you can figure out what you really want, and this survey made you think a few things through. Remember a baby is forever. Yes their cute, but like anything else, the will cry and scream, and keep you up all night, throw food at you, throw up food on you and anything else from throwing your wallet in the toilet to drawing on your beautiful white walls in red crayon. As cute as they are, they can be a handful. Make sure you understand what you are getting yourself into, before its impossible to get out.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the factors would-be parents need to consider. He or she addresses a range of pertinent factors such as age, health, financial stability, support of family and friends, previous experience, and the participant's relationship with his or her partner. The student also emphasizes the importance of the survey in helping participants make an informed decision (e.g., "hopefully this series of questions will give you some insight into whether or not you feel you are really prepared to take on this life long commitment"). However, some of the factors addressed in the survey are not appropriate for its topic (e.g., food and diapers would not be of concern to participants still trying to determine their readiness to become parents).

Thinking/Inquiry

- The student develops questions for would-be parents that are of considerable relevance. A probing question such as "Why do you want a child?" and the responses provided for it should, for example, prompt participants to think carefully about their motives. Others, such as "Do you have any hereditary illnesses?" , should cause the would-be parent to become aware of issues that could be significant. However, some questions cover the same topic twice (e.g., whether one sees oneself as a good parent is asked in both questions 14 and 50), and some are inappropriate (e.g., "Do you own your own place?"). Also, too many of the questions are written to elicit, and are provided with, only yes and no responses, rather than a variety of answers, which would encourage participants to think more deeply.

Communication

- The student communicates ideas and information in the self-analysis survey with some clarity. The instructions for completing the survey are straightforward, and the numbering of the questions is helpful. An appropriately respectful tone is used throughout (e.g., "Maybe now just isn't the time, maybe you are too young, not stable enough financially, or are having prob-

LOW LEVEL 3

lems with your partner”). However, the student has not put enough thought into formulating some of the questions (e.g., questions 26 to 30, in which statements rather than questions make the yes/no responses provided illogical, should be preceded by an introductory stem such as “Do you realize that”). Also, reading and completing the survey are more challenging than they need to be because responses are not indented, spaces are not left between questions, and questions with similar topics are not grouped together.

Application

- The student explains how the survey results are to be interpreted with considerable effectiveness. The results are grouped into three categories that each have carefully thought-out interpretations (e.g., participants falling into the “Need to think it over” category are advised to use the “Maybe Baby” method of testing one’s readiness to have a baby by caring for a doll that behaves like a baby). Also, each category of respondent is provided with practical advice suited to his or her stage of readiness (e.g., “Make sure to see your doctor regularly”; “Try ... a counselor group for couples”; “get advice from as many people as possible”). However, the point ranges are very wide (e.g., “100 points or less”), making the accuracy of the results somewhat questionable. Also, the interpretations are weakened by the fact that they contain few comments on the questions and the responses.

Comments

This work is representative of a low level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates only some degree of achievement – i.e., achievement that is more characteristic of level 2.

Next Steps

In order to improve his or her performance, the student needs to:

- ensure that questions are not repetitious;
- make sure that all questions address the survey topic;
- group together questions that cover similar issues;
- provide a layout that is more user-friendly;
- formulate questions and responses more carefully to ensure that they are logical;
- develop questions that allow for a greater range of responses;
- provide narrower point ranges so that results can be more precise;
- provide more comments on the questions and responses in the interpretation.

A

ARE YOU READY TO BECOME A PARENT?

Self-Analysis Survey for Would-be Parents

In this survey the purpose is to provide would-be parents with the appropriate facts and statements needed to make this important decision. This survey is relevant for people of different ages, and in different stages of their lives and careers. In this survey you will be asked to answer the questions and to tally the results. This will be followed by an interpretation of your results. Answer the questions which you feel best describe you and your qualities truthfully.

Part 1 Multiple Choice

i) Read the following statements; circle the letter that best describes you or the way you feel.

- 1) The decision to parenthood is influenced by culture. From birth, children begin to absorb beliefs and values about parenting. Do you participate in cultural, social and or religious activities?
 - (A) Yes, every week
 - (B) Most of the time
 - (C) Hardly ever
 - (D) Never
- 2) Do you feel pressured to become a parent from close friends who have children, parents who long to have grandchildren or family members who want to extend to their families?
 - (A) No, it's my decision
 - (B) I hardly ever feel pressured
 - (C) Sometimes
 - (D) I feel pressured
- 3) Education does not necessarily make you a better person, but it does provide greater learning opportunities. What is your highest level of education?
 - (A) Graduated from university/college with a degree/diploma
 - (B) Graduated from high school
 - (C) Still in high school
 - (D) Dropped out of school.

B

- 4) Higher education results in better employment which results in less stress over finances. Having money doesn't make you a better parent, but when finances are a problem it can result in stress? How are your finances?
 - (A) Managing well independently
 - (B) Have lots of support from others, therefore managing well
 - (C) Managing ok, but not great
 - (D) Finances are a problem
- 5) With two committed partners raising children, it is easier to share responsibilities. What is your status?
 - (A) Married for more than two years
 - (B) Married recently
 - (C) Long-term relationship but not married
 - (D) Single
- 6) Do you have support in your decision to become a parent?
 - (A) Yes, constant support from my partner, friends and family
 - (B) Yes, from my partner, friends and family
 - (C) Somewhat
 - (D) No
- 7) "Emotionally and intellectually mature parents tend to be considerate, respectful, and responsible in their dealings with others." On a scale of one to ten how would you rate yourself?
 - (A) 8-10
 - (B) 6-8
 - (C) 4-6
 - (D) 1-4
- 8) What age group do you and your partner fall into?
 - (A) Early 20s to mid 30s
 - (B) Mid 30s to early 40s
 - (C) Over 18
 - (D) Under 18

LEVEL 3

G

ii) Read the statements in the chart. Mark an X beside the answer which you feel is right or which best describes you, your qualities and feelings.

	(A) Yes, Absolutely	(B) Yes	(C) Unsure	(D) No
9) Are you always fun, kind, lovable and patient around children of all age groups				
10) Do you believe that the “backbone” type family which offers a network of support, discipline and love is the best type of family system compared to the authoritarian “brick-wall” and irresponsible indulgent “jelly-fish” families?				
11) Do you believe that kids are worth it?				
12) Are you willing to make sacrifices and be committed as a parent?				
13) Do you think that children make life happier for parents?				
14) Do you think that children need proper discipline when necessary?				
15) Do you believe in fair, logical, realistic and palatable consequences?				
16) Do you believe that a strong and healthy environment for children is important?				
17) Do you believe that becoming a parent is a duty and an obligation?				
18) Do you believe in motivating children into all they can be?				
19) Do you believe that there are specific qualities, traits and skills that are necessary in order to be a “good” parent?				
20) Do you believe that parenting styles matter a lot and have a huge impact on child rearing?				

You have now completed the questionnaire. Tally up all your letters: As, Bs, Cs, Ds. Record your score.

A _____ B _____ C _____ D _____

D

Part 2 Interpretation of Results

A If you have mostly As, this means you are absolutely ready to become a parent! It is very evident that you have reflected and discussed all the various methods and drawbacks about parenting. You will provide excellent cultural and social examples for your child. They will receive important values and beliefs as well. The decision to become a parent has clearly been well thought out and your preparation is very important. Your education will provide excellent learning opportunities for your child in the future. You have a great hold on your finances and you understand the costs before having a child. It's important never to feel alone. Your support system will help you get through tough times. If you received mostly As, this means that you are emotionally and intellectually mature and that you will be a suitable parent. Always keep in mind that your preparation is key in becoming the best parent you can be!

B If you have mostly Bs, this means that you are ready to become a parent! You participate in enough social, cultural and religious activities and you will be able to provide your child with just enough values and beliefs. It is evident that you have reflected and discussed all the various methods and drawbacks about parenting. Your decision has been well-thought but always keep in mind that your can't get enough preparation! Parenting requires a lot of love and commitment and it is evident that you can accomplish this. Always try to become more aware and always reflect fully on this important decision. Therefore, based on your answers you are suitable to become a parent. However, always keep in mind the duties, responsibilities and tasks in which you will have to follow.

C If you have mostly Cs, this means that you require more preparation and thought in order to become the best parent you can be! Always remember that parenting and you parenting styles matter a heck of a lot. Parenting requires a lot of time, patience and responsibility. You're not quite realizing all of this. Perhaps, you're just not ready yet. It is important to reflect fully on these qualities. Always think ahead about costs and your own enjoyment. Remember parenting requires a lot of money and sacrifices, It is also important to become more emotionally and intellectually mature. If you have mostly Cs don't get discouraged because all you need in some more time. You are getting there! Your answers prove that you need more time to consider all the positive and negative sides of parenting. You need to further reflect on your decision with your partner, friends and family.

D If you have mostly Ds, this means that you are not quite ready to become a parent. Don't give up hope now! It is very normal for this to happen and you can become more ready in a matter of time. Always remember to consider costs, responsibility and sacrifices in order to become a parent. Maybe you still need time to think and have fun. Always remember to never feel pressured to become a parent. The decision is always up to you.

Always remember that parenting styles matter a lot and it has a huge impact on children. Therefore, based on you answers you need more preparation and thought about this important decision. Don't give up hope or put yourself down. Reflect on these statements and give yourself time.

Thank you for completing this self-analysis quiz. I hope this has provided you with some insight needed to make this important decision!

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the factors would-be parents need to consider. He or she addresses issues affecting one's readiness to be a parent, such as support of family and friends, level of education attained, and financial stability, and shows a solid understanding of them in a number of the statements he or she includes within the questions (e.g., "Having money doesn't make you a better parent, but when finances are a problem it can result in stress"). However, although citing culture as a factor, the student does not seem to understand its meaning or to be able to say how it affects one's readiness to be a parent (e.g., "The decision to parenthood is influenced by culture. From birth, children begin to absorb beliefs and values about parenting").

Thinking/Inquiry

- The student develops questions for would-be parents that are of considerable relevance. The questions cover a variety of significant facts, but also focus on important attitudes and values, particularly in the chart section (e.g., "Do you think that children need proper discipline when necessary?"). However, some questions are written in a way that makes only one answer feasible (e.g., "Do you believe that a strong and healthy environment for children is important?"). Also, numbers are used illogically in the responses (i.e., ages are repeated in question 7's responses, and "over 18" in question 8 should be "18 to early 20s"), and two of the response options in the chart are virtually the same (i.e., "(A) Yes, Absolutely ... (B) Yes").

Communication

- The student communicates ideas and information in the self-analysis survey with considerable clarity. The instructions for completing the survey are straightforward; the division of the questions and responses into two parts makes sense, given that the chart form is best for questions 9 to 20, but would not work for questions 1 to 8; and the interpretation of the results has four categories that reflect the A-to-D answer options. Although the tone is,

LEVEL 3

on the whole, respectful, the language is at times too informal (e.g., “parenting styles matter a heck of a lot”), and the clarity of the survey is occasionally marred by typing mistakes (e.g., “your can’t get enough preparation”).

Application

- The student explains how the survey results are to be interpreted with considerable effectiveness. The categories of results (i.e., “mostly As”, “mostly Bs”, etc.) are clear, and he or she comments on the meaning of a number of responses specifically (e.g., “You have a great hold on your finances and you understand the costs before having a child”). However, the student often overgeneralizes (e.g., participants whose responses put them in category A are told that they “understand the costs before having a child” even though the survey’s only finance-related question is “How are your finances?”), and insufficiently differentiates among the four categories in his or her interpretation of the results (e.g., participants whose responses are mostly Ds are told that they are “not quite ready to become a parent”, when such results suggest someone who is far from ready).

Comments

This work is representative of a solid level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to:

- conduct more research into the impact of culture on one’s readiness to be a parent;
- ensure that questions are not worded to elicit a single response;
- check that numbers are used logically in the responses;
- proofread carefully to eliminate typing errors and slang;
- provide more explicit interpretations of results and fewer generalizations.

A

To Be A Parent Or Not To Be A Parent

Parenting children is a very important role. It will determine the child's future and their optimum potential in life. This survey's purpose is to find out if you have the skills and abilities needed to become a full time parent.

To complete this self-analysis survey, for each question please circle a letter beside one answer that is most correct. At the end of the survey there is a marking scheme that will allow you to tally up your points so you can find out whether or not you are ready to be a parent.

Questions:

1)What age are you?

- a. 16-21
- b. 22-27
- c. 28-37
- d. 38-50+

2)What type of a relationship are you in with your partner?

- a. Boyfriend/Girlfriend
- b. We are married
- c. We are living together
- d. Do not have one

3)Do you and your partner plan on caring and supporting your child together?

- a. Yes, we will parent together
- b. I will be a single parent
- c. We will share duties
- d. Not sure

4)How do you support yourself?

- a. My partner and I both have full time jobs
- b. Only one of us have a job
- c. We/I have a part time job
- d. We/I don't work

5)How good are your finances?

- a. \$75 000+
- b. \$50 000 - \$74 999
- c. \$30 000 - \$49 999
- d. Less than \$29 999

B

6)What kind of education do you have?

- a. Some high school
- b. A High school diploma
- c. College level/Trade school
- d. University level

7)Do you or you partner plan on attending school while parenting your child?

- a. Yes, we both do
- b. No, we don't
- c. Only one of us will
- d. Not sure

8)Who influenced your decision to become a parent?

- a. Your parents/Friends/Co-workers
- b. The media/Your culture
- c. Your partner
- d. Yourself

9)Have you ever been the caregiver of small children?

- a. Never
- b. Rarely
- c. Sometimes
- d. Frequently

10)Do you enjoy being the caregiver for small children?

- a. Absolutely
- b. Sometimes
- c. Undecided
- d. Never been the caregiver

11)How well do you handle high-stress situations?

- a. Very well
- b. Good
- c. Not good
- d. Never been in a situation that's high-stress

12)How well do you multitask?

- a. Very well
- b. Good
- c. Not good at all
- d. Never tried it

HIGH LEVEL 3

C

13) Do you have any physical limitations that would make parenting difficult?

- a. Yes
- b. No
- c. Nothing that can't be overcome
- d. I don't think it's important

14) How much sleep do you need to function properly?

- a. 1-3 hours
- b. 3-5 hours
- c. 6-9 hours
- d. 10+

15) Are you willing to give up sleep to see to the child's needs?

- a. No
- b. Absolutely
- c. Sometimes
- d. Not sure

16) How flexible is your schedule?

- a. Not at all
- b. Very flexible
- c. It can be
- d. Not sure

17) Are you willing to give up your social time to be with your child?

- a. Yes
- b. Most of the time
- c. Sometimes
- d. No

18) Do you and your partner agree on having a child?

- a. Yes
- b. No
- c. Not sure
- d. I have no partner

19) How would you rate your parenting/care-giving skills? (10 being the best)

- a. 0-3
- b. 4-5
- c. 6-7
- d. 8-10

D

20) How do you feel about becoming a parent?

- a. Excited
- b. Nervous
- c. Calm
- d. Undecided

Scoring Your Survey: For each question, tally the amount of points from your answers and find the category you belong in to discover whether or not you are ready to become a parent.

- 1) a. 0 b. 4 c. 4 d. 3 2) a. 0 b. 4 c. 1 d. 0 3) a. 4 b. 2 c. 1 d. 0 4) a. 4 b. 3 c. 1 d. 0
- 5) a. 4 b. 4 c. 2 d. 1 6) a. 0 b. 1 c. 4 d. 4 7) a. 2 b. 4 c. 3 d. 0 8) a. 2 b. 1 c. 2 d. 4
- 9) a. 0 b. 1 c. 3 d. 4 10) a. 4 b. 3 c. 1 d. 0 11) a. 4 b. 3 c. 1 d. 0 12) a. 4 b. 3 c. 1 d. 0
- 13) a. 0 b. 4 c. 3 d. 0 14) a. 2 b. 4 c. 4 d. 1 15) a. 0 b. 4 c. 3 d. 0 16) a. 0 b. 4 c. 3 d. 0
- 17) a. 4 b. 3 c. 1 d. 0 18) a. 4 b. 0 c. 0 d. 1 19) a. 0 b. 1 c. 2 d. 4 20) a. 4 b. 4 c. 4 d. 0

Scoring

60 – 80 points: Wow! You're really ready to become a parent! You know a lot about children and have been the caregiver of them often enough to understand what they need and how you can provide for them. You know how to enjoy their company, but when it becomes a high-stress situation, you know how to keep calm and solve the problems with a positive outlook. You and your partner agree on having children and are ready to create a family together. You have a higher level of education which opens up more opportunities to higher paying jobs and financial stability in the present and future. Talking to parents and reading books on parenting roles will only help you to make good decisions in the future as your child grows and develops which is always suggested.

45 – 59 points: You're well on your way to being a parent! You have thought about having children for awhile and are excited about starting a family. Taking care of children is something you like to do most of the time and you should be encouraged to take more opportunities to spend time with children to learn about how they grow, develop and behave at certain age levels. You and your partner are working for financial stability which is important to decrease any tension caused by not having enough money to support each other. Friends and family around you have influenced you to become a parent, but make sure that it's your decision otherwise you may feel some regret after it's too late. Physical, emotional and mental health and very important to be able to deal with stressful situations that occur often in parenting and sometimes you may have trouble dealing with stress. Think the parenting role over and talk to parents or professionals so you can make the right decision. Reading books and researching parenting roles should also be done so you may acquire a variety of knowledge.

0 – 44 points: You are not ready to become a parent. Parenting is not something you can take for granted. It is very important that you know how to raise children in a positive environment so that they can reach their fullest potential in life. They need time, care, support and love and you need to be able to show patience and understanding especially when situations become stressful. Children should also be growing up with both father and mother influences. They will be more stable in life and able to make mature decisions. Financial stability is very important in decreasing tension between family members and maybe a higher level of education may help in finding a job that can fulfill financial stability. To prepare yourself more for a parenting role, reading books and researching ways to parent may be helpful, or even talking to parents or a professional about it.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the factors would-be parents need to consider. He or she addresses a wide range of the most acknowledged factors, including age, financial stability, education, and experience, as well as less frequently mentioned but equally significant issues (e.g., physical limitations and the ability to multitask). However, the broad range of factors covered in the survey is at odds with the far narrower range referred to in the stated purpose of the survey (i.e., "to find out if you have the skills and abilities needed to become a full time parent").

Thinking/Inquiry

- The student develops questions for would-be parents that are of considerable relevance (e.g., "How well do you handle high-stress situations?"; "Do you enjoy being the caregiver for small children?"). He or she also supplies a well-thought-out range of responses. However, some questions of less obvious relevance should be accompanied by explanations of their relevance (e.g., "How much sleep do you need to function properly?"; "Do you or your partner plan on attending school while parenting your child?").

Communication

- The student communicates ideas and information in the self-analysis survey with a high degree of clarity. The instructions for completing the survey are simple and straightforward, and the indented responses, spaces between questions, and pleasing font make for a visually appealing format. The tone is appropriately courteous throughout (e.g., "It is very important that you know how to raise children in a positive environment so that they can reach their fullest potential in life").

HIGH LEVEL 3

Application

- The student explains how the survey results are to be interpreted with considerable effectiveness. A scoring method, three categories of results (i.e., “60–80 points”, “45–59 points”, “0–44 points”), and a detailed interpretation of the results are provided. The interpretations in each category contain explanations regarding the significance of the questions that demonstrate awareness of the challenges involved in parenthood (e.g., “Physical, emotional and mental health are very important to be able to deal with stressful situations that occur often in parenting ...”). However, the student bases some of the statements in his or her interpretations on the illogical assumption that all the participants whose results put them in the same category have answered all the questions in the same way (e.g., all participants whose scores are between 60 and 80 are told “You have a higher level of education ...”).

Comments

This work is representative of a high level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates a high degree of achievement – i.e., achievement that is more characteristic of level 4.

Next Steps

In order to improve his or her performance, the student needs to:

- be more accurate when stating the purpose of the survey;
- ensure that any questions that may seem irrelevant are accompanied by explanations of their relevance;
- make sure that interpretations are not based on illogical assumptions.

A

Parenting: Are You Prepared for the Challenge?



Children are a precious gift. Caring for a child that is your own is a wonderful experience. However, there are many factors that couples need to consider before they decide to become parents. Deciding to start a family is a life changing choice, and it is crucial to ensure that you are ready before you decided to have a baby. This survey is for couples thinking about parenthood, in hopes that it will bring to light some of the factors that they should consider before taking this step. These factors may affect the success of the pregnancy, the health of the child, and the well-being of the parents and their children combined. By filling out this survey, you will gain a better understanding of the basic requirements of becoming a parent, and give you perspective on how ready you are. To complete this survey, please circle the letter of the answer that best describes what is true for you. When you have gone through all of the questions, read the results at the end to find out whether parenting is the right choice for you at this time in your life.

Question 1

The values and opinions of friends, family, the community and the media are influences in your decision, but they are not the main reasons why you are considering parenthood.

- a) agree
- b) disagree
- c) undecided

Question 2

You have an education that provides for good job opportunities and a stable financial situation.

- a) agree
- b) disagree
- c) undecided

Question 3

You understand how financial problems within a family can affect the parent-child relationship

B

Question 4

You have considered the costs that will be involved in raising a child and feel that you are in a suitable financial state.

- a) agree
- b) disagree
- c) undecided

Question 5

You are in a healthy, long-term relationship and believe that it is important for children to grow up in a stable environment.

- a) agree
- b) disagree
- c) undecided

Question 6

You and your partner are both intellectually and emotionally mature enough to provide a psychologically healthy atmosphere for your child.

- a) agree
- b) disagree
- c) undecided

Question 7

You are aware that a woman is more likely to have a healthy baby from her early twenties to mid-thirties, and you or your partner are within that range.

- a) agree
- b) disagree
- c) undecided

Question 8

You have looked into any inherited diseases or genetic disorders present in your family history that may be passed on to your children.

- a) agree

LOW LEVEL 4

C

- b) disagree
- c) undecided

Question 9

You have experience caring for children and enjoy spending time with them

- a) agree
- b) disagree
- c) undecided

Question 10

You understand the lifestyle changes that will occur for you and your partner, and are prepared to sacrifice your time for the needs of your child.

- a) agree
- b) disagree
- c) undecided

Question 11

You are willing and able to stay away from drug and alcohol use for the well-being of your child

- a) agree
- b) disagree
- c) undecided

Question 12

You and your partner have thoroughly discussed becoming parents, and both feel ready to take the step in that direction.

- a) agree
- b) disagree
- c) undecided

Results:....If most of your answers were...

Agree → Congratulations! You are ready to enter the world of parenthood. You have thoroughly discussed the subject with your partner, have an education that will open doors for your family, understand the costs involved and are financially prepared for taking this step. You are emotionally mature and of the right age to have a child, and both you and your spouse are physically healthy, and have no history of serious diseases that could affect

D

you child. You are encouraged to take your parenting skills to the next level and raise a child of your own!

Undecided → You may be ready to become a parent some day, but right now is not the right time. You are still considering, or in the process of finding out about parenthood and whether or not you are cut out for the job. Perhaps more time and experience will help you to be sure about this decision.

Disagree → This is definitely not the time for you to be considering parenthood. It is possible that you are simply not cut out for the job, or that your type of personality would be better for a lifestyle that does not involve raising children.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the factors would-be parents need to consider. He or she points out the need to prepare for parenthood (e.g., “it is crucial to ensure that you are ready before you decided to have a baby”) and focuses on important issues such as maturity, financial security, and lifestyle, encouraging participants to carefully examine these factors because they “may affect the success of the pregnancy, the health of the child, and the well-being of the parents and their children combined”.

Thinking/Inquiry

- The student develops questions for would-be parents that are highly relevant. The questions are appropriately bias-free (e.g., “You are willing and able to stay away from drug and alcohol use for the well-being of your child”) and address important specific concerns (e.g., “You have looked into any inherited diseases or generic disorders present in your family history that may be passed on to your children”). They are also thought provoking and convincingly demonstrate the student’s insight into the challenges of being a parent (e.g., “You understand the lifestyle changes that will occur for you and your partner, and are prepared to sacrifice your time for the needs of your child”).

Communication

- The student communicates ideas and information in the self-analysis survey with a high degree of clarity. The writing is concise, and the attractive font and the amount of space between both the questions and the parts of the survey make it visually appealing. Although the questions are worded as statements, they nevertheless work effectively as questions.

Application

- The student explains how the survey results are to be interpreted with considerable effectiveness. Although the student divides the results into three distinct categories (i.e., “Agree”, “Disagree”, and “Undecided”), the interpretation lacks depth. However, the impact of this weakness is lessened by the amount of interpretation supplied in the questions.

Comments

This work is representative of a low level-4 performance. The student demonstrates a high degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills. However, in the Application category, the student demonstrates only a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

Next Steps

In order to improve his or her performance, the student needs to develop a more in-depth interpretation of the survey results.

A Self-Analysis Survey for Would-Be Parents LEVEL 4



A Self-Analysis Survey for Would-be Parents
The Ontario Curriculum Exemplars Project: Social Sciences and Humanities



Ready or Not... Now's the Time to Find Out

Everyone dreams of the ideal family with perfect children and a white picket fence but it's not as simple as it may sound. Raising children requires much tolerance, patience and maturity. Babies may be very cute and cuddly but they come with their own set of drawbacks. Dirty diapers, endless crying, and sleepless nights; are you ready for the great transition into parenthood? This quick and easy quiz might be able to help relieve those uneasy feelings you may be experiencing about becoming a parent. Simply answer the questions and see if the time is right for you.

Name: _____ Gender: male _____ female _____
 Age: 15 or under _____ 16-21 _____ 22-30 _____ 31-40 _____ 40+ _____
 Marital Status: Single _____ Involved _____ Engaged _____ Married _____ Separated/ Divorced _____

Do you have a positive or negative support network of friends and family? How reliable and willing are they to help you out? _____

Are there any particular reasons you want to become a parent? _____

Would you be willing to change your residence if it was unfit for raising a child in? _____

Level of education completed: Elementary _____ High School _____ College/ University _____ Other _____ Please Specify _____

Do you have a stable job? Yes _____ No _____

Yearly income: less than \$10 000 _____ \$26 000 - \$35 000 _____ \$45 000+ _____
 \$10 000 - \$25 000 _____ \$36 000 - \$45 000 _____

How many nights a week do you usually go out? (e.g. parties, clubs, etc.) _____
 If it's on a regular basis, are you willing to give this up? _____

Do you smoke? Yes _____ No _____ Occasionally _____
 If yes or occasionally, are you willing to quit? _____

Do you drink? Yes _____ No _____ Occasionally _____
 If yes, how often? _____

Have you ever been involved in any illegal activity? Yes _____ No _____

G

Are you currently or have you ever been involved with drugs? Yes _____ No _____

Are you on any medication? _____ If so, what is it and why? _____

Are there any serious illnesses in your family's medical history? If so, please specify. _____

Have you had any medical problems? (e.g. asthma, high blood pressure) If so, please specify. _____

List any allergies you or your partner has. _____

Would you consider yourself physically fit? How often do you go out to eat? Never _____
 Yes _____ No _____ I Don't Know _____ Once or twice _____
 More than twice _____
 Everyday _____

Are you aware of the importance of balanced nutritional meals? _____

How do you cope with stress? _____

Are you short tempered? Do you find that even little things easily aggravate you? _____

Are you able to handle difficult situations with patience and understanding while remaining open-minded? _____

Have you ever had problems with anger management? Has your partner? _____

What are your views on physical punishment as a means of discipline? _____

Do you enjoy the company of children? Yes _____ Sometimes _____
 No _____ Rarely _____

Are you willing to make any sacrifices required to birth a child and raise them to the greatest of your ability? _____

Additional Comments _____

D

Analysis

Age:

There is no perfect age to begin having children. It really depends on the people themselves. A young 15 year old probably should not be going out and having children for numerous reasons however a 25 year old may also be unprepared and unfit to be raising a child. Women over the age of 35 may however have increased risks during the pregnancy. They may also have a perfectly fine pregnancy. There are many other factors that can determine whether a person is ready to become a parent.

Gender:

Your gender cannot determine how good of a parent you will be.

Marital status! Do you have a positive or negative support network of friends and family? How reliable and willing are they to help you out?

Raising a child is not easy. Having reliable and trustworthy people to fall back on can make all the difference. It can cut back on the costs of childcare and they can offer their assistance if you ever were in need of it. Having the support of an intimate partner like a husband or wife will make the parenting process much, much easier on yourself as well as on your partner. The support and encouragement of family and friends is just as critical.

Are there any particular reasons you want to become a parent?

A child needs all the love and attention you can give them and so you do not want to become a parent for all the wrong reasons. Having a child to save a relationship or for emotional security (the need to feel loved and wanted) isn't fair on the child. On the other hand, if you feel you are both emotionally and physically prepared to have kids, you can handle the numerous pressures and if you personally believe that you can care for them to the best of your capability then those are valid reasons to begin building a family of your own.

Would you be willing to change your residence if it was unfit for raising a child in?

Children need to be brought up in a safe and secure environment. If your current residence is not fit for raising a child in, you might consider moving in order to provide the best for them. Factors that may determine the suitability of your current environment could be the kinds of people living around you, the availability of local schools and parks, accessibility of community services and many others.

Level of education completed:

Parenting requires at least some intellectual skill and common sense. With a higher level of education, you are more aware and knowledgeable of the challenging task at hand, you are more mature, you know more about life and more about yourself. You have a better sense of what's right and wrong and you're overall more prepared to better handle the task of being a good parent.

Do you have a stable job? Yearly income:

Children can be quite costly with never ending diapers, baby formula and food, clothes and so much more. Economic stability plays a large role in being a good parent. You have to be able to provide the necessities for your child to live and sustain a normal healthy life. If you currently are not bringing in enough money to live a comfortable life for yourself or if you are struggling financially, maybe now would not be the right time to be having children as they can be rather expensive.

LEVEL 4

E

How many nights a week do you usually go out? If it's on a regular basis, are you willing to give this up?
Children are going to need all the attention you can give them. If you're going out on a regular basis, that might be hard to do. You're life will now revolve around this child and so you will find that it will be rather difficult for you to have a social life of your own. If you aren't willing to give this up for a child then maybe you should be thinking twice about having children.

Do you smoke? Are you willing to quit if you do?

Smoking during a pregnancy or even the intake of second hand smoke can result in a premature birth, a physically smaller baby, respiratory infections, learning disabilities, birth defects, an increased chance of miscarriage, sudden infant death syndrome and allergies. The stakes are visibly very high. Babies exposed to cigarette smoke after birth may face an increased risk to sudden infant death syndrome. Going on the facts, if you or your partner smokes, it would be an extremely wise decision to quit smoking before deciding to have children.

Do you drink?

Alcohol during a pregnancy can also have serious effects. It can lead to mental retardation, heart problems, slow growth, poor coordination, and learning disabilities. Any amount of alcohol can cause damage during a pregnancy whether it's a light wine or hard liquor. Alcohol can also reduce the chances of conceiving. A child can develop FAS (fetal alcohol syndrome) or fetal alcohol effects and suffer from physical and mental problems. Alcohol has also been proven to impact the behavior of a person making their judgment less efficient. If you are a regular drinker, alcohol can effect how you care for your child after they are born.

Are you currently or have you ever been involved with drugs?

Addictive drugs like heroine and cocaine can cause symptoms of withdrawal in the baby as well as problems with growth and development. Drugs during pregnancy can be linked with cleft lip and other facial deformities when consumed early in a pregnancy. There is also a chance of having a miscarriage. If you want to have children of your own, it is very highly recommended that you make sure you and your partner are completely clean of any drugs and that way you can ensure that your child will be nice and healthy.

Are you on any medication?

Taking aspirin or Tylenol during a pregnancy usually does not affect the baby directly. Some medical drugs however may be rather harmful. To be safe, consult your doctor about any medications you are on and verify whether or not they will be safe to take while you are pregnant.

Are there any serious illnesses in your family's medical history? Have you had any medical problems?

Some diseases and sicknesses such as Tay-Sachs disease, cancer, diabetes and heart disease are genetic and can be passed on from parent to child. If there is a disease or illness that is common within a family, there is a chance that a person could pass this on to their children through the genes. If this were the case, it would be better to consult a doctor and discuss the risks and hazards before having children. A genetic counselor can help you determine the chances of your child having a serious birth defect. Medical problems such as asthma and high blood pressure can also be passed on from parent to child so it is crucial that you are aware of them before hand.

Allergies:

Some food allergies can also be passed on from a parent to a child so it is important to know what those allergies might be ahead of time. Breastfeeding reduces the risks of allergies in children.

F

Would you consider yourself physically fit?

Giving birth to a child takes a lot out of you physically. The added weight and going through the labor can be demanding and extremely strenuous on the body. Being physically fit will make the pregnancy that much easier and will allow for a healthier birth. If you are overweight it is best to lose weight before getting pregnant and if you are underweight it would be wise to gain weight as this would make it easier to conceive.

How often do you go out to eat? Are you aware of the importance of balanced nutritional meals?

Eating outside of the home isn't horrible as long as you are maintaining a healthy diet and eating right. Eating smart will ensure that you and your baby are getting all the vitamins, minerals, calories and other nutrients you need. It's a good idea to be eating foods from all the food groups (though you should be already). It is also important to encourage healthy eating as the child grows and develops.

How do you cope with stress?

It's perfectly normal to feel stressed during a pregnancy. If you have a hard time coping with pressure and with stress, the first step is recognizing that. You have to be careful not to lose your head and give into urges like alcohol or smoking. Even after the baby is born, you are going to feel a lot of stress. Remaining calm will help your partner stay calm as well. If you find yourself lashing out at others and even getting violent under stress, learn to control it before becoming a parent.

Are you short tempered? Do you find that even little things easily aggravate you? Are you able to handle difficult situations with patience, and understanding while remaining open-minded?

If you are easily aggravated, you may not be ready for children yet. Young children can sometimes be quite frustrating and you have to be able to handle that otherwise you might end up dealing with it in the wrong ways. You and your partner may also disagree about things and remaining open minded, tolerant and calm can help deal with the situation better. This will also affect how you discipline your child. Short temperedness may cause you to unjustly discipline your child or even become physical.

Have you ever had problems with anger management? Has your partner?

Anger management problems can make parenthood so much harder. Someone who really cannot cope with anger should receive help before having children. Not being able to control your anger can lead to unnecessary stress, fighting and many other problems. For everyone's sake, especially the child's, get help controlling your anger first.

What are your views on physical punishment as a means of discipline?

Physical punishment has been a debatable topic for many years. It is up to the parents as to how they wish to raise their children and discipline them. Even still, it has been proven that physical punishment emotionally scars a child and that it can result in violent behavior in their later years of life. It sends the message that hitting is a good way to resolve problems. The child may also feel anger and resentment towards the parent.

Do you enjoy the company of children?

If you don't enjoy being around children then you really should not be having children of your own.

Are you willing to make any sacrifices required to birth a child and raise them to the greatest of your ability?

Being a parent means giving your child the very best, from the bare necessities like food and shelter to love, care and support. If you are not prepared to give them everything and more, maybe the time isn't right for you to make the great transition into parenthood.



Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the factors would-be parents need to consider. He or she prepares participants for the survey questions by pointing out that although babies are appealing, there are drawbacks to being a parent that require thoughtful consideration. The questions focus on essential factors such as a support network, finances, medical history, behaviour patterns, lifestyle, and nutrition.

Thinking/Inquiry

- The student develops questions for would-be parents that are highly relevant. The questions cover a wide variety of topics (e.g., suitable accommodation and nutrition), and some are particularly insightful (e.g., “Do you find that even little things easily aggravate you?”; “Are you able to handle difficult situations with patience . . . ?”). However, although the student usually recognizes when it is appropriate to give participants a selection of responses and when to allow them to respond in a more detailed way (e.g., in the case of “Are there any particular reasons you want to become a parent?”), he or she errs by not allowing participants to elaborate on their answers to “Have you ever been involved in any illegal activity?”, instead giving them only the choice of yes or no.

Communication

- The student communicates ideas and information in the self-analysis survey with a high degree of clarity. The survey is easy to read and well planned (e.g., the right amount of space is provided for the questions that should evoke detailed responses). The student also uses a number of relevant terms (e.g., “support network”, “transition into parenthood”, and “economic stability”) and an appropriate tone.

References

www.marchofdimies.com

www.babyzone.com

www.naturalchild.com

LEVEL 4**Application**

- The student explains how the survey results are to be interpreted with a high degree of effectiveness. The analysis of the questions and responses is highly detailed and, therefore, should allow participants to determine their readiness for parenthood with accuracy (e.g., the analysis of the question “Are there any particular reasons you want to become a parent?” probes this issue by raising a number of negative reasons). The student comments on challenges involved in parenthood throughout the analysis (e.g., the interpretation of the “Level of education completed” question consists of a discussion about the impact a parent’s education can have on a child) and avoids generalizations while doing so.

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high degree of achievement of the expectations in all four categories of knowledge and skills.

Next Steps

In order to improve his or her performance, the student needs to reformulate the question about illegal activity so that it allows participants to elaborate on their responses.

A

Parenthood Readiness

Many couples today are not sure if it is the right time in their lives to have a child. The purpose of this survey is to help couples make informed decisions about parenthood and to give them professional advice on whether or not they are ready to become a parent.

This survey focuses on the five main aspects that contribute to the analysis of whether or not a couple is ready to have a child.

Many couples who do become parents have not considered the most important aspects about parenthood: Are you financially stable? In other words, is there a reliable source of income? And what are your financial priorities? Maturity is another factor. Are you physically and mentally mature? What are your future plans? Do you have goals for yourself? What about your career? You should also consider the condition of your relationship with your family and friends. Last, but not least, your lifestyle needs to be considered. Are you open to change? Are you willing to give up certain things?

All of the questions above are extremely important and will determine whether or not you are ready for parenthood and also whether the parent-child relationship will likely be positive or negative.

B

Survey

Instructions:

Simply read each question or statement and circle the answer that best applies to you. All questions must be answered.

1) How old are you?

- a) 15-20 years of age
- b) 21-25 years of age
- c) 26-30 years of age
- d) 31-36 years of age
- e) 37-40 years of age
- f) Over 40 years of age

2) You become upset when things do not go as you wish or planned.

- a) True
- b) False

3) Having a child will not cost more than \$2000 in the first six months (including birthing classes, birth, and baby supplies)

- a) True
- b) False

4) How many of the following habits do you have?

- Smoking
- Drinking (more than 1 alcoholic beverage a day)
- Using Drugs

- a) 3
- b) 2
- c) 1
- d) 0

5) How long have you been at your current job?

- a) I am not currently employed
- b) Less than 1 year
- c) 1 - 2 years
- d) 2 - 3 years
- e) Over 3 years

HIGH LEVEL 4



- 6) How many children do you have already?
- None
 - 1
 - 2
 - 3
 - 4
- 7) Which of the following statements best describes your life style?
- Calm, cool and collected
 - Extremely stressful
 - Full of work
 - More than 3 nights a week 'free'
 - Always busy
- 8) How many cars do you own?
- 0
 - 1
 - 2
 - 3
- 9) Have you considered parenthood before?
- Yes
 - No
- 10) On average, how often do you communicate with your family (mother, grandparents, siblings etc.)?
- Less than once a month
 - 1 - 2 times a month
 - Once a week
 - 2 - 3 times a week
 - More than 4 times a week
- 11) How long have you been with your partner/spouse?
- Less than 6 months
 - 6 months - 1 year
 - 2 - 3 years
 - Over 3 years
 - I am not currently in a relationship
- 12) Have you talked to your partner/spouse about having a baby?
- Yes
 - No



- 13) Imagine that you just bought a new china set: your partner/spouse dropped your favourite piece. What would you do?
- Totally freak out! How could he/she be so clumsy?
 - Be upset but put on a smile, after all he/she did not mean to drop it
 - Stop talking to him/her
 - Laugh at the situation
 - Other
- 14) How many books or articles have you read on parenting and early childhood?
- None
 - 1 - 2
 - 3 - 4
 - Over 5
- 15) How often have you travelled out of the province in the past year?
- Not once
 - 1 - 3 times
 - 4 - 6 times
 - 7 - 12 times
 - Over 13 times
- 16) Which one of the following is the most important to you?
- Paying off debts
 - Hanging out with friends
 - Spending quality time with my partner/spouse
 - My work
 - Spending time with my family
 - Recreational activities
- 17) Imagine that your job has just been transferred across the country. What would you do?
- Talk to your partner/spouse and together come up with a decision on what to do
 - Move! Who cares what your partner/spouse has to say!
- 18) Do you have a spouse/partner?
- Yes
 - No
- 19) What is your yearly income (include your partner/spouse income if relevant)?
- Less than \$10,000
 - \$10,000 - \$25,000
 - \$25,000 - \$40,000
 - More than \$40,000

E

What is your score?

Instructions:

Tally up all of your answers and record your final score at the bottom of this page.

1) a) 0 points b) 1 point c) 3 points d) 2 points e) 0 points f) 0 points	7) a) 1 point b) 0 points c) 0 points d) 0 points e) 0 points	14) a) 0 points b) 1 point c) 2 points d) 3 points
2) a) 0 points b) 1 point	8) a) 0 points b) 1 point c) 3 points d) 1 point	15) a) 1 point b) 2 points c) 1 point d) 0 points e) 0 points
3) a) 0 points b) 1 point	9) a) 1 point b) 0 points	16) a) 1 point b) 0 points c) 2 points d) 0 points e) 2 points f) 0 points
4) a) 0 points b) 0 points c) 0 points d) 3 points	10) a) 0 points b) 0 points c) 1 point d) 3 points e) 2 points	17) a) 1 point b) 0 points
5) a) 0 points b) 1 point c) 2 points d) 3 points e) 4 points	11) a) 0 points b) 0 points c) 1 point d) 2 points e) 3 points f) 0 points	18) a) 3 points b) 0 points
6) a) 2 points b) 2 points c) 1 point d) 1 point e) 0 points	12) a) 2 points b) 0 points	19) a) 0 points b) 0 points c) 1 point d) 3 points
	13) a) 0 points b) 2 points c) 0 points d) 1 point e) 0 points	
TOTAL:		_____ points

F

Your Results

Instructions:

Using your final score from the survey, read the analysis of your results.

38 to 54 points -

You and your partner/spouse should make excellent parents and you are ready for all the challenges of parenthood. You display important traits and habits of a great parent! Overall, you are ready in many ways to be a parent: you are mentally and physically mature; you are financially stable; you have set future plans; you have great relationships with friends and family. It seems that you have a very welcoming lifestyle for a new baby. Good Luck and Happy Parenting!

23 to 37 points -

You seem to be quite knowledgeable about pregnancy and parenthood, but there is more to it than meets the eye! Perhaps you should do some more research about the responsibilities of parenthood. You should also talk to your family and friends about having a baby, and ask advice from the experienced.

0 to 22 points -

You need to get your priorities straight! Parenting is not simple and you need to do a lot of research before you decide to have a child. You also need to stop thinking about yourself and begin to consider the needs of others. Ask your friends and family about the challenges of parenthood. Lastly, you should consider your goals and try to accomplish those now because once you do have a child, those goals will seem much farther away and be harder to reach. In a couple of years, when you think you might be better prepared for parenthood, take the survey again.

HIGH LEVEL 4



Interpreting the Results of the Survey

- (1) The best child bearing age is between the ages of 20-40. If a woman were to have a child before the age of 20, chances are that her body is not physically or mentally mature enough to carry a child. On the other hand, having a baby over the age of 40 increases the risk of birth defects, and premature birth. On the mother's behalf, having a baby over the age of 40 increases her risk of getting diabetes, high blood pressure and toxemia. Young people in their teens or early twenties are often not emotional mature enough to undertake the responsibilities of parenthood.
- (2) If you become easily upset over little things you are not displaying maturity, thus if you answered "true" to this question you should look closely at the amount of patience and understanding you have. These qualities are very important part of parenthood.
- (3) On average, when a new baby is brought into the world, financial costs greatly exceed \$2000. If you answered "true", you need to be well aware of the cost of baby food, children's clothing and diapers. After looking into those costs, you should then consider if you are financially stable enough to bring a new life into the world.
- (4) If you are going to become a parent, you should not indulge in any of these habits. Smoking during pregnancy reduces the amount of oxygen that the baby receives and may also result in low birth weight. Drinking alcohol during pregnancy may cause FAS (fetal alcohol syndrome). Alcohol may also lead to birth defects. Lastly, drugs may impact the baby's health, cause brain damage, birth defects and the baby will more likely be addicted to drugs.
- (5) If you are thinking about becoming a parent, you need to have a secure job in place in order to support the baby financially.
- (6) If this is to be your first child, you need to be prepared in many ways. However, if there are any other children involved, they need to be considered too. How will they react? Can you support another child financially?



- (7) Having a baby takes both time and commitment. If you and your spouse/partner are constantly busy and don't have much free time, it would not be an appropriate time to bring a baby into your life. The best answer would have been a) or b).
- (8) You would need to have at least one car. If you do not have transportation, what would happen if an emergency were to arise and your child was hurt? How would you get to the hospital or your doctor?
- (9) If you have thought about parenthood before you are obviously quite serious about becoming a parent.
- (10) Communication with your family is extremely important because during pregnancy emotional support is needed. The best answer would be c) or d). If you answered e), you need to examine how much you rely on your family. If you count too much on them, that is not a good thing either.
- (11) A child is a huge commitment and a secure relationship is very important, not only for the mother emotionally, but also for the child. It is not fair to bring a child into the world and then shortly separate or divorce. The other factor that needs to be considered is why you want to have a child. It should never be to keep a relationship together.
- (12) Talking to your partner/spouse is important when making a decision. Communicating with your partner/spouse not only improves a relationship but also makes decision-making a lot easier. The best answer to this question would have been a).
- (13) If you are going to have a child you need to know how to control your anger. Yelling and screaming at a child will make for an awful relationship between parent and child. Not talking to someone if you are mad is not good either because it keeps your emotions all bottled up inside. The best answer to this question would have been a) or b).
- (14) If you are serious about having a baby, you need to have knowledge about doing so. Reading about pregnancy and parenthood shows commitment, maturity and interest which are all important to parenthood. The best answer to this question would have been c) or d).

(15) If you are a person who often travels you need to be aware that constant travelling with a child is not very feasible. If you travel for business perhaps you should take a better look at your career because constant travel with a child is much different from travelling by yourself. The best answer to this question would have been b).

(16) This question was designed to make you think about what is most important in your life. If you chose b) or d), you need to rethink parenthood because having a child requires much of your time which would definitely interfere with work and 'free time'. The best answer would have been a), c) or e).

(17) Talking to your partner/spouse is important when making a decision. Communicating with your partner/spouse not only improves a relationship but also makes decision-making a lot easier. The best answer to this question would have been a).

(18) A child is a huge commitment and is often best shared by two adults. A child needs a secure, stable and nurturing home environment. If you intend to raise a child by yourself, you must be prepared to accept full responsibility for its well-being. The best answer to this question would have been a).

(19) To raise a child it is important to have a steady and reliable income. To support a family, you will need at least \$30,000 a year, thus the best answer to this question would have been d).

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the factors would-be parents need to consider. He or she addresses a number of important aspects concerning readiness to be a parent (i.e., finances, maturity, future plans, support network, and lifestyle) and skilfully expands on them in the survey (e.g., regarding lifestyle, he or she stresses the need to abstain from smoking, drinking alcohol, and taking drugs because of the harmful effects on the baby, and, in connection with support networks, explains the value of communicating with family during pregnancy).

Thinking/Inquiry

- The student develops highly relevant questions for would-be parents. Some are particularly insightful (e.g., "How many books or articles have you read on parenting and early childhood?"). Others are well designed to reveal the preferences, attitudes, and/or behaviour of participants (e.g., "Imagine that you just bought a new china set; your partner/spouse dropped your favourite piece. What would you do?").

Communication

- The student communicates ideas and information in the self-analysis survey with a high degree of clarity. He or she gives the survey a clear, well-organized layout and an easy-to-follow scoring system. The interpretation of the results corresponds clearly with the questionnaire. A respectful tone is used throughout (e.g., "You and your partner/spouse should make excellent parents and you are ready for all the challenges of parenthood").

HIGH LEVEL 4

Application

- The student explains how the results of the survey are to be interpreted with outstanding effectiveness. He or she provides both a brief, score-based analysis and a detailed question-by-question interpretation of the survey responses. These analyses make for a comprehensive and detailed interpretation of the results. In many of the detailed analyses of responses, the student skilfully integrates information about the challenges of being a parent with insight into how participants can improve their readiness to become parents (e.g., in the analyses for questions 14 and 17).

Comments

This work is representative of a high level-4 performance. The student demonstrates a high degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills. However, in the Application category, the student demonstrates an outstanding degree of achievement.

Next Steps

In order to improve his or her performance, the student could improve the quality of the responses in question 7 by making the b), c), and e) responses less alike and by making the a) response more like the others in the kind of information it contains.

Teacher Package

Social Sciences and Humanities Exemplar Task Parenting, Grade 11, Open (HPC3O)

Teacher Package

Title: A Self-Analysis Survey for Would-be Parents

Time Requirement: 5 periods of 75 minutes each

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Personal and Social Responsibilities, Social and Legal Challenges of Parenthood, and Research and Inquiry Skills strands.

Students will:

1. demonstrate an understanding of the need for preparation to become a parent;
2. identify the factors involved in deciding whether or not to become a parent;
3. demonstrate an understanding of the challenges faced by parents of young children in today's rapidly changing society;
4. effectively communicate the results of their inquiries, using a variety of methods and forms;
5. summarize the lifestyle and relationship changes that parents experience when raising children.

Description of the Task

Present the following scenario and instructions to students:

A number of people visit health clinics and doctors' offices to discuss the transition to parenthood. These people, of different ages and at different stages in their lives and careers, wish to know if they are ready for the responsibilities of parenthood. You have been commissioned to create a self-analysis survey to provide would-be parents with the relevant questions they should be asking themselves before making this important decision. The survey will be distributed in clinics and doctors' offices.

Final Product

Each student will submit a self-analysis survey that includes:

- information about the need to prepare for parenthood;
- instructions for completing the survey;
- relevant and thoughtful questions related to the responsibilities and challenges of parenthood;
- a response mechanism (e.g., boxes to be checked, letters or numbers to be circled in a range of responses);
- an explanation of how the survey's results are to be interpreted so that participants can determine their readiness for parenthood.

Assessment and Evaluation

The self-analysis survey will be assessed and evaluated using the task-specific rubric.* Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students are expected to have some experience in, or some knowledge and skills relating to, the following:

- the issues affecting readiness for the transition to parenthood (e.g., income, education);
- writing for a specific audience and purpose;
- conducting research, using a variety of forms of media and technology.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

Materials and Resources

- classroom notes
- classroom resources (e.g., course textbooks, newspaper and magazine articles)
- access to a library
- access to a computer and to the Internet

Plagiarism

It is important that you discuss copyright issues with your students. Copyright applies to text and visual materials taken from both the Internet and print sources. Plagiarism is defined as "using the work (or part of it) of another person and claiming it as your own".¹

1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

Task Instructions

Day 1

- Discuss the performance task and the rubric with the students.
- Conduct a brainstorming session in which students generate ideas about self-analysis surveys (e.g., purpose, format, kinds of questions, response mechanisms, interpretation of results).
- Organize students into small groups and have them review and discuss some of the important factors and challenges that need to be considered by people who are thinking about making the transition to parenthood.
- Have each group share the results of its review and discussion with the other groups.
- Direct students to review and further investigate the information and ideas already discussed in preparation for developing their own surveys.

Day 2

- Have students individually design a format for their surveys.
- Have students begin work on their first drafts, reminding them to include: information about the need to be prepared for parenthood, instructions for completing the survey, a mechanism for scoring the responses, and an interpretation of the results.
- Circulate among and assist students on an individual basis.

Day 3

- Instruct students in how to develop relevant, thoughtful questions for their surveys that address issues connected with the responsibilities and challenges of parenthood.
- Continue to provide suggestions and feedback on an individual basis.

Day 4

- Have students complete the development of the questions for their surveys.
- Have students write an explanation of how the results of the survey are to be interpreted. In this explanation, students should link the results to preparedness or a lack of preparedness for the transition to parenthood.

Day 5

- Have students complete the rough drafts of their surveys.
- Using the rubric as a guide, have students peer-edit each other's work and offer feedback.
- Allow sufficient time for students to carefully proofread and edit their own work.
- Ask students to make a final copy of their surveys and submit it.

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